



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE

Michigan Department of Technology, Management and Budget

Operating Procedures Handbook:

*A Guide for Chief Executive Officers Operating under
the Direction of Michigan's State School
Reform/Redesign Office*

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CREDIT

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DISCLAIMER

There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning the applicability of a policy or practice to you, you should address your specific questions to the State School Reform/Redesign Officer or her designee. Chief Executive Officers and other staff or employees should understand the policies and procedures contained within the handbook are not intended to create a contract. The State School Reform/Redesign Office reserves the right to modify or discontinue the policies and benefits set forth in the handbook at any time, without notice.

ACKNOWLEDGEMENT

I acknowledge that I have received a copy of SRO's CEO Handbook. I agree to read it thoroughly, including the statements in the foreword describing the purpose and effect of the Handbook. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from the SRO.

I understand that CEO position, and any person hired by the CEO, are "at will" employees and as such, employment with the SRO may not be for a fixed term or definite period and may be terminated at the will, with or without cause.

No supervisor or other representative of the State School Reform/Redesign Office (except the State School Reform/Redesign Officer, in writing) has the authority to enter into any agreement for employment of a CEO for any specified period of time or to make any agreement contrary to the above.

In addition, I understand that this Handbook states SRO's policies and practices in effect on the date of publication. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with SRO for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified, or terminated at any time.

Full Name (Printed)

Signature

Date

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Introduction

The State School Reform/Redesign Office has created this handbook as a tool to assist individuals assigned the work of turning around schools on behalf of the State School Reform/Redesign Office (SRO). More specifically, this applies to individuals appointed in accordance with Section 1280c of Michigan’s Revised School Code. Within 1280c, the State School Reform Officer is provided the authority to appoint a Chief Executive Officer (CEO) to take control of multiple schools. These schools can continue to operate within their resident districts or public school academies, or they can be placed in the State School Reform/Redesign District (SSRRD).

The initial procedures process begins with a notice of intent to move a school currently under the SRO’s oversight to the next level of accountability. This handbook summarizes this process, identifies the action items that must be completed prior to the school’s opening, lists documents that must be submitted to the CEOs as part of the operating agreement development process (as well as their due dates). This handbook also contains additional resources available to the school operators as they prepare to open the school’s doors to students. Throughout the opening procedures process, the SRO provides technical assistance to support the development of the appropriate documentation required from each school under the control of a CEO. Keeping mind that every school is different, and every relationship with every district and public school academy is likely to be different, one should view this document accordingly. The principle goal of this document is not to focus on achieving 100% compliance, but to focus on reducing the potential negative impact that implementing the compliance function has on improving student academic achievement.

The opening procedures process focuses on activities performed and reports required of individuals, educational entities, Education Service Providers (ESPs) and other vendors on further articulating the terms and conditions within individual operating agreements. The material terms of the operating agreements form the framework between a CEO and the SRO, and compose one of the standards against which schools will be evaluated during regular site visits and upon the occasion of potential renewal. For purposes of completing the opening procedures process, schools are required to submit certain documents to the SRO, the CEO, and to the Michigan Department of Education (MDE). These documents hold a place in the school’s permanent file; any changes to the material terms of the operating agreement require that the district or public school academy, CEO (or the SSRRD) submit a request for an operating agreement amendment to either the School Reform Officer, or his/ her designated representative. **Unless otherwise indicated, the SRO asks schools to submit electronic documents, in lieu of hard copies.**

In addition, this handbook reminds school operators and the CEO of specific regulations involving the hiring, evaluation, and professional development of staff, as well as ensures that schools are prepared to offer a full range of programs and services to their students, including English language education, special education, and nutrition services. **The SRO is committed to work closely with school operators during the opening procedures process to ensure these processes are in place. However, once the opening procedures process is complete, individual schools must update and maintain this information internally. It is expected that schools and CEOs assigned to this work will communicate regularly with local stakeholders in addition to the SRO and the appropriate units within the MDE.**

This document also provides guidance to ensure that the CEO has the processes in place to perform due diligence in the responsible management of each school's fiscal affairs. During the opening procedures process, schools are asked to provide a description of their fiscal policies and procedures, an updated copy of their school budgets, written assurance and evidence that they are participating in the Michigan School Employee Retirement System (if applicable), copies of appropriate safety and health certificates, as well as all relevant insurance policies. Recognizing that some of these documents may be retained at the district or public school academy level, each CEO will have to establish a working relationship with those entities to secure their support of this effort.

As one might also expect, this handbook identifies sources of additional information that may be useful to a CEO as she/he plans the growth of the assigned school(s) current location on the State's Top to Bottom List to the top quartile. Icons throughout the document draw attention to these resources, which range from statutory and regulatory citations to technical assistance and advisories published by the MDE, as well as criteria for approval for many of the documents requiring approval by the SRO.

Additionally, multiple references are made to the Codified Laws of Michigan (MCL) and the Michigan Administrative Rules for Special Education (MARSE). It is important that school leaders know and can apply the various laws that provide the framework for the work performed in school districts across Michigan, including the SSRRD. Arguably, the two most important laws that drive our work are the Revised School Code and Michigan's administrative supplement to IDEA. The links for these documents are: www.michigan.gov/mde/0,1607,7-140-6530_6564_35176---,00.html and www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf



The checklist icon denotes that there are action items related to the section. A due date for the action items will appear above and/or below the checklist icon.



The book icon appears next to additional sources of information related to a section. Related sources of information generally include statutory and/or regulatory citations with additional references to useful websites, documents, and appendix items that may be helpful in completing the related action items.



The light bulb icon highlights "did you know" information. Typically, this information relates to processes a public school will encounter in operation or further clarifies laws or regulations.

Successful completion of the opening procedures process ensures that the public schools operating under the watchful eye of a CEO are aware and prepared to address critical elements of building the infrastructure required for operation. This also gives an opportunity for the public school to demonstrate to the SRO, the MDE, and the public-at-large that a school is prepared to be released from the SRO's oversight. **However, failure to demonstrate preparedness to meet legal obligations prior to the public school's opening can have serious consequences, including revocation of the operating agreement or closure.**

Deadlines for Schools Transitioning to ESP Operations

Within 45 days of Transition Announcement

- | | |
|---|--|
| <input type="checkbox"/> Begin process to select an ESP | <input type="checkbox"/> Complete property inventories of building equipment, supplies and materials |
| <input type="checkbox"/> Memorandum of Understanding, if applicable | <input type="checkbox"/> Secure facility and property inventory |
| <input type="checkbox"/> Begin to identify school leadership | |

Five months prior to opening (April 30)

- | | |
|---|---|
| <input type="checkbox"/> Projected enrollment data for low income, special education, and English language learners | <input type="checkbox"/> Annual school calendar |
| <input type="checkbox"/> Draft enrollment policy | <input type="checkbox"/> School schedule template |
| <input type="checkbox"/> Draft Management Agreement | <input type="checkbox"/> Sample student schedule(s) |

Three months prior to opening (June 1)

- | | |
|--|--|
| <input type="checkbox"/> Fiscal policies and procedures | <input type="checkbox"/> Staff Background checks/CHRI policy |
| <input type="checkbox"/> Budget (3 year) | <input type="checkbox"/> Contact MDE Nutrition office and indicate if school will participate in the National school lunch program (NSLP), as applicable |
| <input type="checkbox"/> Cash flow projection (First year operation) | <input type="checkbox"/> Approve Management Agreement |
| <input type="checkbox"/> Contact MPSERS employer services (If necessary) | |
| <input type="checkbox"/> Student Records Transfers | |

Two months prior to opening (July 1)

- | | |
|---|---|
| <input type="checkbox"/> Special education program plan coordination | <input type="checkbox"/> Health plan and medications plan |
| <input type="checkbox"/> Code of conduct and/or student handbook (expulsion policy) | <input type="checkbox"/> School wellness policy |
| <input type="checkbox"/> Bullying prevention and intervention plan | <input type="checkbox"/> English language education policies and procedures |
| <input type="checkbox"/> Evaluation criteria and professional development plan | <input type="checkbox"/> Special education policies and procedures |
| <input type="checkbox"/> Curriculum with scope and sequence documents | <input type="checkbox"/> Multi-hazard evacuation plan |
| <input type="checkbox"/> Add school to new district/ISD website | <input type="checkbox"/> Modify EEM profile |

One month prior to opening (Aug 1)

- | | |
|--|--|
| <input type="checkbox"/> Nutrition service contract | <input type="checkbox"/> Building permits and certificates |
| <input type="checkbox"/> Transportation services agreement (if applicable) | <input type="checkbox"/> Asbestos inspection report and AHERA management plan, if applicable |
| <input type="checkbox"/> Teacher certification review | <input type="checkbox"/> Insurance coverage |
| <input type="checkbox"/> Organizational chart and brief narrative, if applicable | <input type="checkbox"/> Enrollment Report |
| <input type="checkbox"/> Background check assurances | <input type="checkbox"/> School Curriculum Implementation Plan |
| <input type="checkbox"/> Performance Development Plan (All 3) | |
| <input type="checkbox"/> Performance Evaluation Criteria (All 3) | |

Post Opening ASAP

- ☐ MPSERS Evidence (If applicable)

Chapter 1: Material Terms of the Management Agreement

Management agreements in this context refer to contractual relationships between the CEOs (e.g., experienced educators appointed by the SRO) and the SRO that have volunteered to do rapid turnaround work with priority schools. This document serves as the foundational elements upon which the schools and the CEOs will be held accountable. The items listed here define the material terms of the management agreement:

- school name;
- mission;
- governance, leadership and organizational structure;
- educational program (including goals), curriculum models, or whole-school design;
- curriculum;
- enrollment policy and application for admission;
- schedules (i.e., length of school year, school week, and school day);
- expulsion policy;
- location of facilities, if such change involves relocating to or adding a facility in another municipality or school district;
- district(s) of assignment;
- maximum enrollment;
- enrollment projections for the first five years in operation;
- grades and ages to be served;
- faculty and staff position descriptions;
- detailed description of school support services; and
- projected incremental and total costs associated with the provision of educational services.

Amendments to the material terms of a management agreement during the term of a school's assignment to a CEO must be approved by the State School Reform Officer. The process for requesting changes to the above listed material terms of a management agreement must be presented to the CEO for concurrence before they are presented to the State School Reform Officer for review.

A number of changes at a school may not require an amendment request but **do require** that the school or the CEO to officially inform the SRO in a timely fashion. Notification requires an individual authorized by the school, usually the school leader, to submit a letter to the CEO. If the CEO approves the change, he or she will forward the original letter with an affirmative endorsement to the SRO. If approved, the SRO may, if necessary, forward the approved changes to other stakeholders. Letters may be submitted via email to Mark Eitrem at eitremm@michigan.gov. Please refer to the list above for material term changes that require SRO approval and/or stakeholder notification.

Chapter 2: Governance

As governmental entities of the state, public schools must meet a number of legal requirements set forth by the state of Michigan. Many of these requirements are outlined in Michigan Codified Law, more specifically listed in Michigan’s Revised School Code, or within Michigan’s State Aid Act.

Each year, the State School Reform Officer shall publish a document called the SRO Master Calendar of Reporting Requirements (Appendix A). This document is designed to facilitate school leader’s compliance with state and federal reporting requirements. The document also provides the proper guidance to new schools or current schools under new management, as they design and implement systematic processes that set the stage for a healthy and sustainable organization.

Boards of Directors

In the event that a CEO is also serving as a public official in another context, it is understood that his or her Board of Directors has approved a resolution enabling that public official to engage in this task. If the schools being overseen by the CEO are not placed within the SSRRD and remain in their resident districts or public school academies, the CEO must also work with the governance board of those entities to ensure continuity whenever that continuity serves the benefit of students and contributes to the overall success of the plan. It is important for the CEO to recognize that while providing guidance and/or assistance to the local Board of Directors does not fall within the purview or responsibility of the CEO, the long range goal of the SRO is to return schools back to those boards once they have improved their academic outcomes and been released from the CEO’s control. Sending newly improved schools back to a dysfunctional governance board would be counter-productive and a waste of resources. Therefore, building capacity with district or public school academy leadership, including governance boards, is an intended consequence and not something we should ignore.

It is further understood that the school(s) placed in the SSRRD will operate under the authority of the CEO *“who may exercise all the powers and duties otherwise vested by law in the school board that previously operated a school district”*, as described in Section 1280c(6) and (7) of Michigan’s Revised School Code, and Executive Order 2015-9. The CEO will operate under the authority of the State School Reform Officer and regularly submit monitoring according to the details outlined by the SRO. It should be recognized that continuity of service to students and staff may be an important consideration as schools are placed in the SSRRD. So, to the extent possible, opportunities to share services with resident districts or public school academies should be considered whenever doing so measurably contributes to the overall success of the plan.

Leadership Structure/Organizational Chart

During the initial application and orientation process prospective applicants shall provide a description of the leadership structure that is to be implemented at each school. The SRO understands changes may occur once each school begins the opening procedures process. If the leadership structure has changed from what was submitted during the application process or will change dramatically within its first term of assignment under a CEO, schools will be required to submit an *updated* organizational chart and a narrative explaining the changes.

*Did you know...?*

All public elementary and secondary schools in Michigan, are **required** to adhere to the requirements of the Michigan Open Meetings Act and the Freedom of Information Act (FOIA). They must also adhere to the transparency requirements as set forth in the State School Aid Act of 1979.

	Related Sources of Information	
	State Revised School Code	MCL 380.1 – 1851a; Public Act 451 of 1976, as amended http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf
Michigan State School Aid Act		MCL 388.1601 – 1896; Public Act 94 of 1979, as amended http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf
Master Calendar of Reporting Requirements		Appendix A
Michigan Open Meeting Act		MCL 15.261 – 275; Public Act 267 of 1976, as amended http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-267-of-1976.pdf
Freedom of Information Act		5 U.S.C. § 552; https://foia.state.gov/

Action Items - Governance

Due within 45 days of Notification 	<input type="checkbox"/>	Initiate initial contacts with the resident district, intermediate school district, and appropriate offices with the Michigan Department of Education (MDE) to begin the collaborative work necessary to accomplish the tasks associated with the transition.
	<input type="checkbox"/>	A draft memorandum of understanding will be created. This memorandum serves as formal guidance from the State School Reform/Redesign Office (SRO) to the Chief Executive Officer (CEO) that has volunteered to oversee the rapid turnaround of a priority school. This document is designed to inform the CEO of the SRO's expectations for the Priority school newly assigned to State School Reform/Redesign District (SSRRD).
Due July 1	<input type="checkbox"/>	Establish reporting requirements between the school, the SRO, and the CEO.
Ongoing	<input type="checkbox"/>	Maintain lines of communications designed to inform stakeholders of ongoing progress, areas of concern, and to satisfy legal reporting requirements.

Chapter 3: Enrollment

Enrollment Policy

A school district's enrollment policy serves as a means through which the district clearly communicates the applicable laws and regulations to its constituents, as well as the public at large, with the ultimate objective of creating a fair and transparent enrollment process. The SRO has no desire to interfere with a district's or public school academy's normal enrollment process unless it becomes clear that the process has changed due to a school's placement in the SSRRD or under the control of a CEO. In that event, the CEO or the SSRRD will impose its own enrollment process.

Unless the reform plan requires otherwise, public schools within the SSRRD will maintain open enrollment policies, while schools remaining in their previously assigned resident districts or public school academies will maintain their existing policies. These enrollment policies, regardless of placement, must be consistent with the requirements of Section 1561 of the Michigan's Revised School Code. Appendix D of this document describes the SSRRD's enrollment policy.

In the event that a school under the control of a CEO or the SSRRD operates in a location that has a voluntary universal enrollment system, the school shall participate in that system unless a clear majority of parents with students enrolled at a specific school petition the SRO to do otherwise.

Application for Admission

Although a public school may produce a variety of admission materials that are distributed to potential applicants during the recruitment process, an individual school's application for admission is the primary document that families will read most closely. Most districts and public school academies enroll students at the district level and then place them in the specific schools based on parental input, and the SRO should not disrupt that process unless it is clear that the district's or public school academy's actions are inconsistent with the successful execution of the reform plan. The imposition of a different enrollment process may be invoked if the enrollment in an individual school deviates more than 10% from the enrollment seen at the same school in the previous year.

For public school students transitioning from traditional public school districts to the SSRRD, all previously enrolled students shall be afforded an opportunity to enroll in the same public school. Currently, state law does not provide for the priority placement of students from the previous public school district into the SSRRD, however we do not anticipate student enrollment to exceed building capacity which negates priority placement issues.

Additionally, state law requires public school districts to provide a Free Appropriation Public Education (FAPE) to students within their catchment areas (geographic boundaries). In many more cases, districts have opened individual schools or programs to open enrollment within a district catchment area, or to contiguous districts. In the case of schools assigned to the SSRRD, any student previously enrolled in the school, and siblings of previously enrolled students shall receive enrollment priority.

During the SSRRD enrollment process parents will be asked to identify their first and second choice of schools. All students enrolled in the SSRRD will be afforded their first choice of schools unless there are no longer any seats available in the school or program they have requested, or the school or program they requested has been closed or otherwise reorganized in a way that no longer serves that particular student's age or grade at a particular school site.

Pre-Enrollment Report

The SSRRD Pre-Enrollment Report is used by the SRO to collect projected enrollment data each March and April in order to determine each school's ability to meet budgetary estimates. These reports also represent the **estimated** number of students on which each school's initial state aid, special education, and Title I allocations will be based for the upcoming fiscal year. It is also used to notify the SRO by May 1st of the number of students enrolled in the public schools for the upcoming school year. The deadline for submitting the initial Pre-Enrollment Report is set annually each year for mid-March and the final report is due not later than April 30th.

Significant Expansion Report

In order to ensure that the MDE has accurate enrollment numbers from which to calculate allocations for formula grants, new public schools must provide projected low income, special education, and limited English proficient students prior to April 30 each year for the upcoming school year. New schools or schools newly assigned to the SSRRD should make every effort to submit accurate projections based on information collected via student enrollment/registration forms. For this purpose, the SRO will provide a report to the MDE on April 30th (or sooner) each year to transmit the information collected from Pre-Enrollment Reports.

New schools are advised to review the SRO's annually updated Pre-Enrollment, and Significant Expansion memorandum for additional details about these reports.

Did you know...?




All public schools must be prepared to report on a range of student demographic data when submitting pre-enrollment information? All public schools should collect the following information during the application and enrollment process: low income status, and whether a student has received special education and/or ELL services in the past.

Public schools within the SSRRD must make it absolutely clear to parents and guardians that this information will neither be used to discriminate against the child during enrollment, nor will it affect the child's enrollment status at any time.

Action Items - Enrollment Policies and Application for Admission

Due mid-March 	<input type="checkbox"/>	Prepare to file Pre-Enrollment Report, due in mid-March of the spring prior to opening.
	<input type="checkbox"/>	Begin to prepare the annual operating budget based on initial enrollment projections. This first annual budget will drive the initial hiring of staff and the acquisition of curricular resource materials, supplies and equipment.

Due 5 months prior to opening 	<input type="checkbox"/>	If opening immediately, begin the process for instituting the final SSRRD-approved enrollment policy and application.
	<input type="checkbox"/>	Prepare to submit projected enrollment data for the upcoming school year for low income, special education, and limited English proficient students prior to the April 30 deadline .


Chapter 4: Management Contract

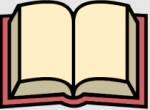
As stated in Michigan’s Revised School Code, the SSRRD may procure educational services from entities organized to conduct the work of school turnaround. It is important to note that the SRO may also hire a Chief Executive Officer (CEO), who in turn, may hire or contract other personnel to operate the school or schools within their charge. It is important to note that the State School Reform Officer may provide such an individual with a full range of authorities including the ability to contract with vendors. However, while authority may be delegated, responsibility cannot. Therefore, the State School Reform Officer reserves to the right to examine, approve, or deny any contractual agreement related to the work being accomplished by a CEO, or within the SSRRD. Detailed requirements of a contract with a for-profit, educational management organization (EMO) or a non-profit, charter management organization (CMO) are outlined in the *State School Reform/Redesign Office’s Education Services Policies*.

CEOs that plan to contract with an EMO or CMO are required to submit a draft of the proposed contract to the SRO for review. The internal review process can take several weeks. The process will likely include multiple conversations and drafts between the CEO, the SRO, and the proposed vendor. **The proposed draft is due 30 days before the projected effective date of the agreement.** The document *must have final written approval* by SRO prior to any aspect of the contract becoming operational and any funds change hands.

To be clear, the hiring or subcontracting of work to be performed at a school shall be consistent with the approved reform plan. All vendors must be properly vetted and no vendor contracts shall be considered unless the vendor has a proven track record, substantiated by an abundance of independently verifiable data reflecting the competence and capacity of the vendor to successfully accomplish the tasks or functions they have been designated.

When considering purchasing materials or services from prospective vendors, the federal threshold for conflicts of interest shall apply. That threshold as described in the Code of Federal Regulations (i.e., 34 CFR 74.42. Code of Conduct) when “*a real or apparent conflict of interest would be involved.*”

Action Items - Management Contract (if applicable)		
DRAFT Due 45 days after charter is granted. 	<input type="checkbox"/>	Submit the management contract to the SRO, after review by legal counsel to the school (not the management or support company counsel) in order to begin the process of review.
	<input type="checkbox"/>	Provide to the SRO a copy of the management contract with any changes mandated by the SRO incorporated into the agreement.
	<input type="checkbox"/>	To obtain final approval , a <i>signed</i> management contract must be submitted (signed by representatives of the management or support organization and the school's leader) to the SRO.

	Related Sources of Information	
	State Law	Revised School Code, MCL 380.1280c http://www.legislature.mi.gov/(S(wdntdoqgixmes2qndfhk5noc))/mi-leg.aspx?page=GetObject&objectname=mcl-380-1280c
State School Reform/Redesign Office's Education Services Policies		See State School Reform/Redesign Office website at www.michigan.gov/sro
Code of Federal Regulations		https://www.gpo.gov/fdsys/granule/CFR-2010-title34-vol1/CFR-2010-title34-vol1-sec74-42

Chapter 5: Access to Grant and State School Aid Payments

Michigan's Cash Management System (CMS)

In schools assigned to the SSRRD, feeder systems will be created and maintained to ensure grant information and associated funds are properly funneled to the appropriate schools. However, as the district of record, the SSRRD will be responsible to account for the application and distribution of grant funds flowing through the MDE. For schools remaining with their resident districts or public school academies, grant applications will be processed through those entities as they did before the CEO was emplaced.

Michigan Electronic Grants System, Plus (MEGS+)

The MDE uses an electronic grants application system referred to as MEGS+. This system requires users to complete applications online and to submit them in the same way. Often, users at the school level may have access to school feeder-level applications while the collection of school-level data, the compilation of that data, and then the submission of the application including any district-level required inputs. Typically, the district maintains two individuals with the highest level of access to manage and oversee these grants.

Grants

Beyond the per-pupil state school aid payments that public schools receive from state aid distributions, state and federal grant funds represent the largest source of revenue for most public schools. Some grants are referred to as formula grants and others are competitive. Formula grants are distributed based on allocations that are normally generated based on enrollment. Competitive grants are based on a successful application process.

Formula Grants

Public schools are entitled to federal funds provided under a formula grant program generally established by law and the U.S. Department of Education. Eligibility for these formula grants (also called "entitlement/allocation grants") is usually based on a set of demographic criteria such as the proportion of low-income or special education students a school serves.¹ As of January 2000, federal regulations ensure that new schools opening for the first time or significantly expanding their enrollment may receive some of that funding in a timely manner.


Competitive Grants

A competitive grant, otherwise known as a discretionary grant, is one that the U.S. Department of Education, the MDE, or other branches of the government award through a competitive process. These grants require the establishment of criteria for eligibility, for program size and growth, and a mechanism for competition among applicants.

Similar to formula grants, many federal competitive grants are available only to state Departments of Education, which then award subgrants to schools or districts. In some cases, however, a public school or its assigned district may elect to not participate in a federal program. In these cases, the public school may choose to apply directly to the federal government to access these funds. Information about

¹ For example, the Title I, Part A program targets low-achieving students in high-poverty school and the Title III program targets immigrant and limited English proficient (LEP) students.

competitive grants offered through the MDE can be found at the Grants homepage; information about competitive grants offered directly from the federal government can be found through the E-Grants Initiative at <http://www.g5.gov/>.

	Related Sources of Information	
	Grant Funding Opportunities	http://www.mi.gov/documents/mde/Search_for_Funding_Opportunitieslast_updated_3_484050_7.pdf?20151112124549
	Michigan Cash Management System Website	http://www.michigan.gov/mde/0,4615,7-140-6530_25538_6563-18085--,00.html
MDE Grants Homepage		http://mi.gov/mde/0,4615,7-140-5236---,00.html
Listing of Federal Discretionary Grants (E-Grants Initiative)		http://www2.ed.gov/about/offices/list/ocfo/grants/grants.html

Chapter 6: Student Learning Time

The length of school year, school week, and school day are considered a material term in management agreements. Accordingly, the SRO requires schools to submit a copy of their annual calendar as part of the opening procedures process. Schools are also asked to submit a sample student schedule to corroborate the implementation of the educational program as proposed in the operating agreement. To the extent possible, CEOs should seek to include an increase the instructional time in the reform plans for the schools they oversee, both in terms of calendar days and hours.

Public schools assigned to the SSRRD must schedule the number of instructional days promised in the operating agreement. Each and every school within the SSRRD will exceed the SRO's requirement of at least 200 instructional days each year, during which the school must operate for at least 210 days. **For example, a school that proposed a 200-day school year in its operating agreement must schedule a 215-day school year, which includes the additional 10 days required for professional development, 5 days set aside for snow days or other unanticipated closures. The school must operate with students at least 200 of those days.** Elementary schools must offer a minimum of 1200 hours of structured learning time per school year, and secondary schools must offer a minimum of 1300 hours of structured learning time.



Structured learning time is when students are engaged in regularly scheduled instruction, learning activities, or assessments within the curriculum for the study of the "core subjects" and "other subjects" necessary to fulfill requirements for graduation. Nothing in this document should be interpreted to usurp guidance issued by the Superintendent of Public Instruction related to the measurement of student learning time in the classroom, or MDE's support of breakfast in the classroom. The policy states that when instruction is provided during the breakfast period, instructional time may satisfy the school's structured learning time requirement as long as students eat in the classroom or other separate space conducive to learning, and a teacher is present and actively leading instructional activities.

Online or distance learning time is when students are engaged in self-paced instruction using the internet. For the purposes of this section, these terms do not represent instruction provided to students sitting in classrooms, or participating in virtual instructional conference, meetings, workshops, labs, or other gatherings using the internet and provided at specific times of the day. Schools will calculate instructional time for each online course based on each school's assessment of the time that an average student would have to invest to receive at least a grade of 85% on each course. Current Michigan law permits students from grades 6 through 12 to engage in two online courses each term, semester, or trimester. These courses may be selected from the district's catalog of courses or from the statewide catalog maintained by Michigan Virtual University.

Schools should work with their respective Intermediate School District's pupil accountant to understand the means and methods he or she will use to verify pupil accounting for the purposes of ensuring that every student exceeds an absolute minimum of 1098 hours of instruction.

Time **NOT** counted toward the 1200/1300 hours of the SRO's structured learning requirement includes time scheduled for school breakfast in the cafeteria or other common space shared with other classes and lunch, passing between classes, homeroom, and recess *as well as* time in non-directed study, receiving school services, and in optional, after school programs, in accordance with the State Aid Act.

If a school chooses to implement a year-round calendar rather than the traditional calendar, a waiver from the MDE may be required. Information for waivers can be found at http://www.michigan.gov/documents/mde/Section-2_250846_7.pdf.

Action Items - Student Learning Time		
Due 5 months prior to opening 	<input type="checkbox"/>	Submit the annual school calendar and school schedule consistent with Michigan's State School Aid Act of 1979 to the SRO for approval . Do not distribute your annual calendar until the SRO has reviewed for accuracy.
Due June 1 	<input type="checkbox"/>	Submit sample student schedules consistent with the expectations as set forth by the SRO are forwarded for review. <i>If grades have different schedules, submit a sample schedule for each representative schedule. (e.g. kindergarten and 5th grade).</i>
	<input type="checkbox"/>	Schools requiring waivers from the MDE should request them at least 90 days before school starts.

	Related Sources of Information	
	State School Aid Act of 1979	http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf
	MDE Website	http://www.michigan.gov/mde
National School Lunch Program (NSLP)		http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp
Superintendent's "First Fuel" School Breakfast Challenge		http://www.michigan.gov/mde/0,4615,7-140-66254_50144-194516--,00.html
MDE Policy Guidance on "Breakfast in the Classroom" and Student Learning Time Requirements		http://www.michigan.gov/documents/mde/N_-_Countable_Breakfast_Memo_from_Carol_Wolenberg1_228658_7_440534_7.pdf
Michigan Revised School Code		http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf
Michigan Virtual University		http://www.mivu.org/

Chapter 7: Student-Related School Policies

Code of Conduct and Student Handbook

Code of conducts and student handbooks are an important point of contact between the school, students and parents. Codes and handbooks provide community members with notice as to the expectations and requirements of each school. Some elements of these documents are required by law. In particular, the school's code of conduct must include required language concerning the principal's authority to expel students under certain circumstances as described in the school's specific discipline procedures for students with disabilities, as required by 34 CFR 300.530-537. Secondary schools must also include the hazing provision in either their code of conduct or student handbook. In addition to the code of conduct, public schools assigned to the SSRRD serving grades 9 thru 12 are required to prepare and distribute a student handbook. At a minimum, the handbook must include graduation requirements, an overview of career pathways, course offerings and descriptions, grading policies, academic support systems, and college and career preparations services offered to students and their families. A school's code of conduct may be included as part of the student handbook or may be distributed separately.

Requirements Regarding Expulsion Policies

It is important to develop a code of conduct that is clear and consistent and meets all federal and state regulations. The SRO has regulatory oversight of the suspension and expulsion policy. This policy shall contain provisions ensuring that students who are suspended or expelled from school continue to have an opportunity to make academic progress through educational services provided by their district or public school in accordance with federal law.



Did you know...?

Final regulations for the reauthorized Individuals with Disabilities Act (IDEA) became effective October 13, 2006? These regulations affect how schools may discipline students with disabilities. Links to additional information on the regulations for school administrators have been provided in the related sources of information table for this section.

In addition to the above mandatory elements of the code of conduct and student handbook, schools are strongly encouraged to develop a code of conduct and/or student handbook which is comprehensive in regard to student-related policies and clearly explains expectations for student conduct and the sanctions or range of sanctions which will be imposed in the case of misconduct. Other than those requirements stipulated within state law for mandatory expulsion, public school leadership should seek to avoid the implementation of zero-tolerance policies. Schools may also choose to include policies regarding:

- school uniforms or dress code;
- student attendance;
- parent or guardian observation of classroom instruction, and
- a wide variety of other items including subjects addressed in this handbook.

When adopting policies, the CEO and her/his leadership team should review all pertinent laws and applicable requirements before drafting the policy to ensure consistency.

Bullying Prevention and Intervention Plan

Public Act 478 of 2014, also known as *Matt Epling Safe School Law*, requires every public school to develop and implement a plan to address bullying prevention and intervention. As described in MCL 380.1310b, the local bullying prevention and intervention plan for each school must also include a provision for annual training to build the skills of all staff members to prevent, identify, and respond to bullying. In response to legislation, the Michigan State Board of Education has created a model policy which can be used as a template for schools to develop their own plan, including the policies, procedures, and protocols required to address bullying prevention and intervention. Copies of the plan designed by the school will be provided to the State School Reform/Redesign Office.



Did you know...?

Public schools in Michigan are now required to provide a copy of their anti-bullying plan to the MDE within 30 days of initiating the original plan or modifying an existing plan.


Parent Involvement Plans & Policies

Public Act 107 of 2004, requires each public school in Michigan to develop and implement a parent involvement plan and that every parent be provided a copy of that plan. These plans are often incorporated into parent/student handbooks and are also typically posted on school websites.


Parent engagement is critical to student achievement and schools should be creative in finding ways to engage parents that foster positive relationships. This may include the creation of parent involvement contracts as outlined in MCL 380.1295. Although these contracts extend the schools policies through a voluntary process of positive interactions between staff members and parents. Many parents have found them to be very effective because they establish a set of expectations for parents, teachers and students well before the occurrence of disciplinary issues. Schools placed within the SSRRD must provide evidence of engagement with parents that was designed to dramatically and effectively improve student academic performance.

Annual Notifications and Release of Student Directory Information

Public school leaders should carefully review the laws and regulations governing student records. The U.S. Department of Education publishes annual notices of responsibilities under the *Family Educational Rights and Privacy Act (FERPA)* and the *Protection of Pupil Rights Amendment (PPRA)* which include a number of templates and models that schools can use to satisfy requirements. Schools should make copies of appropriate documents, along with local policies and procedures associated with those laws to students and their parents upon request. In addition, at least once during every school year, the school should notify students and their parents about any standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year. Federal law governing student records is found in FERPA, 20 U.S.C. Section 1232g, and its accompanying regulations, 34 C.F.R. Part 99. In order to comply with these provisions of the federal statutes, all public schools must include notice in their student handbook and the format for requesting that student information be withheld.

Action Items - Student-Related Policies		
Due July 1 	<input type="checkbox"/>	Prepare the school's code of conduct containing your proposed expulsion policy so that it is consistent with the expectations for the school, as well as applicable state and federal laws, including those associated with students with IEPs or 504 plans.
	<input type="checkbox"/>	Submit the draft code of conduct and/or student handbook to the SRO for review and approval of your expulsion policy .
	<input type="checkbox"/>	Submit the school's proposed Bullying Prevention and Intervention Plan for review and approval to the SRO.

COORDINATING DRAFT –FOR DISCUSSION ONLY

	Related Sources of Information	
	Federal Law	<p>Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</p> <p>Protection of Pupil Rights Amendment (PPRA), (20 U.S.C. § 1232h; 34 CFR Part 98 http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html</p>
	Federal Regulation	<p>Assistance to States for the Education of Children With Disabilities and Preschool Grants for Children With Disabilities, 34 CFR 300;</p> <p>Family Educational Rights and Privacy Act Regulations, 34 C.F.R. Part 99.</p>
Michigan State Board of Education Model Anti-Bullying Policy		https://www.michigan.gov/documents/mde/SBE_Model_AntiBullying_Policy_Revised_9.8_172355_7.pdf .
Reauthorized <i>IDEA</i> Regulations Discipline		http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C6%2C
Questions and Answers on Discipline Procedures for Individuals with Disabilities		http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C7%2C
Parent Involvement Plan		https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
Michigan Administrative Rules for Special Education (MARSE)		https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf
MDE's Annual Notice of FERPA & PPRA Memo		http://www.michigan.gov/documents/mde/FERPA_Notice_403252_7.pdf

Chapter 8: Hiring of Staff

Highly Qualified Teachers, Administrators, and other Staff Members

With few exceptions, all public school teachers in Michigan must meet the qualification and certification requirements of the Michigan revised school code. Additionally, some administrators and other staff members are also required to be qualified. The MDE's Office of Professional Preparation Services (OPPS) manages these requirements and provides support through the **Michigan Online Educator Certification System (MOECS)**. For specific questions, please e-mail their support desk at MOECSSUPPORT@MICHIGAN.GOV or call the MOECS support desk at: **517-373-3310**.

With regard to specific groups of employees, classroom teachers have to be certified to teach and then to be highly qualified to teach a specific subject. The term “highly qualified” means: The teacher holds at least a bachelor’s degree and is certified, endorsed, or authorized to teach the subject, and has **one** of the following:

- Major in the content/subject (or equivalent of 30 semester credit hours); or
- Passed a rigorous state test in the content/subject; or
- Completed a state approved High Objective Uniform State Standards of Evaluation (HOUSSE); or
- Holds National Board Certification in the content/subject.

Section 380.1246 of Michigan’s Revised School Code makes it very clear that certain administrators and business officials are also required to be certified before they are hired or be enrolled in a certificate-granting educator preparation institution within six months of hiring.

Rule 1 through 8 (390.1301 – 390.1308) of Michigan’s Administrative Rules requires school counselors to be both licensed and qualified in accordance with MCL 380.1233. This section of the Revised School Code very specifically prohibits non-qualified individuals from performing the work of a school counselor.

In order to satisfy federal requirements and to promote learning for those students new to our country, all public schools falling under the supervision and oversight of the SRO with English language learners (ELL) enrolled, shall employ at least one certified and highly qualified English as a Second Language (ESL) teacher.

Any staff member responsible for implementing specialized instruction included in an Individual Education Plan (IEP) must meet the qualifications for service delivery provider established by the MDE pursuant to IDEA § 34 CFR 300.156(a):

"The SEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities."

The appropriate qualifications for Michigan public school staff to independently deliver specialized instruction are:

1. Hold a valid (in or out-of-state) license or its equivalent as a special education teacher for the appropriate grades and severity level and/or
2. Have successfully completed an undergraduate or graduate degree in an approved special education program

For more information regarding these requirements, please refer to the Compliance Standards document published by the MDEs Office of Special Education.

All public schools assigned to the SSRRD must appoint a school-level staff person to be responsible for the implementation of special education programs and services as articulated in IEPs. This staff person supervises all special education for the public school and ensures compliance with all federal and state special education laws. A district-level administrator of special education will be assigned at the SSRRD. That person will be appropriately trained and certified or otherwise capable of demonstrating that he or she has the qualifications to perform all of the duties of a district-level administrator.


For the purposes of Title I, Part A, some staff members are assigned teacher/student support roles in individual classrooms. These staff people are called paraprofessionals. A paraprofessional is defined as an employee who provides instructional support in a program supported with Title I, Part A funds. This includes paraprofessionals who do the following:


1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
2. Assist with classroom management, such as organizing instructional and other materials.
3. Conduct parental involvement activities.
4. Provide instructional assistance in a computer laboratory.
5. Provide support in a library or media center.
6. Act as a translator, or provide instructional support services under the direct supervision of a teacher.

Michigan paraprofessionals are required to hold a high school diploma (or equivalent) regardless of their assignment. However, as partners in the instructional process, paraprofessionals who work in programs supported with Title I funds must meet one of the following additional requirements:

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); **or**
- Obtain an associate's degree (or higher); **or**
- Meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment.
 - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; **or**
 - Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Individuals who work in food services, cafeteria or playground supervisors, personal care services, non-instructional computer assistance, and similar positions are not impacted by the statutes.

Action Items - Summary of Instructional Staff and Administrators	
<p>Due Aug 1</p> 	<input type="checkbox"/> Recruit and hire highly qualified administrators with a track record of success.
	<input type="checkbox"/> Recruit and hire teachers who are <i>highly qualified</i> , including special education and teachers of English language learners (ELLs). Also consider whether candidates meet the teacher qualification requirements of the Revised School Code.
	<input type="checkbox"/> Recruit and hire qualified paraprofessionals, if appropriate.
	<input type="checkbox"/> Establish a relationship with a qualified special education administrator.
	<input type="checkbox"/> Establish a relationship with a successful, certified and highly qualified ELL/ESL teacher.
	<input type="checkbox"/> Maintain copies of professional credentials for all staff including: transcripts, current resume, as well as state and/or professional certificates and licenses. Determine if any teachers will need to complete additional federal and or state qualification requirements.
	<input type="checkbox"/> Initiate and maintain the appropriate Criminal History Record Information (CHRI) documentation for every individual projected to work in the school facility on a regular or recurring basis.
	<input type="checkbox"/> Prepare and submit a summary of qualifications, including: a determination of each core academic teacher's highly qualified status; a determination of whether all teachers have met the state teacher qualification standards, an action plan that will ensure that core academic teachers who are not designated as highly qualified will become so, and how all teachers will meet the state teacher qualification requirements within the first year of employment. Teachers and administrators of ELLs and special education, related licensed service providers, and paraprofessionals are to be included.
	<input type="checkbox"/> Prepare and submit an agenda for the two weeks of professional development leading up to the opening of school. This agenda must include the following subjects: mission, vision, values, safety, security, emergency response plans, parent engagement/involvement, sexual harassment, blood borne pathogen, teacher evaluation, Child Find, English language learners, board policies orientation (employee handbook), technology acceptable use policy, and mandatory, non-negotiable, schoolwide classroom strategies highlighted in works like <i>"Teach Like a Champion"</i> by Doug Lemov that are designed to improve instruction, increase time on target, and standardize classroom expectations across the school.

	Related Sources of Information	
	Federal Regulation	IDEA § 34 CFR 300.156; IDEA § 34 CFR 300.18
	State Law	Part 22, Michigan Revised School Code (MCL 380-1531 - 1539b) http://www.legislature.mi.gov/(S(5h21nhf3ri3pfv5kzwdavzg1))/mileg.aspx?page=GetObject&objectname=mcl-451-1976-2-22
	Office of Professional Preparation Services (OPPS)	http://www.michigan.gov/mde/0,4615,7-140-5683---,00.html
High Objective Uniform State Standards of Evaluation (HOUSSE)		http://www.ecs.org/html/educationissues/teachingquality/nclb-hqtp/db_intro.asp
Special Education Compliance Standards		http://www.michigan.gov/documents/mde/Compliance_Standards_for_Special_Education_394883_7.pdf
Administrator Certification Code		http://w3.lara.state.mi.us/orr/Files/AdminCode/981_2011-019ED_AdminCode.pdf
Certification and Licensure of School Counselors		http://w3.lara.state.mi.us/orr/Files/AdminCode/105_61_AdminCode.pdf

Mandatory Criminal History Record Information and Unprofessional Conduct Background Checks

The Criminal History Record Information (CHRI) contains federal information shared with authorized entities for the purpose of licensing and hiring determinations. The Federal Bureau of Investigations (FBI) are the data owners of federal CHRI received for this purpose; and are responsible for providing guidelines on access, receipt, and dissemination of CHRI. Per Public Law 92-544, CHRI is only to be sent to a governmental agency. The Michigan State Police (MSP) is the repository for the state of Michigan and charged with the responsibility to oversee CHRI access, receipt, and dissemination in Michigan.

In order to satisfy the state's CHRI requirements, districts and public school academies must perform criminal background checks on current and prospective employees, contractors, and volunteers who may have direct and unmonitored contact with children, including educators, substitutes, coaches, tutors, maintenance staff, cafeteria workers, and bus drivers. Volunteers at schools may be required to submit to state CHRI checks depending on the school's CHRI policy based on the frequency and scope of the services provided by those individual volunteers. However, all school personnel and volunteers who come into "direct and unmonitored" contact with the school's students will participate. These should be completed with all **newly hired** and **prospective** school personnel.

Depending on the governance structure in each school building affiliated with the SRO, each building may have a different manager of CHRI data. For those schools that directly employ their staff, the senior administrative employee will be assigned the CHRI management task. For those schools that do not have "direct-hire" employees, the SRO will provide that function.

Additionally, section 380.1230b of the Revised School Code directs all public schools to request every new applicant's current or former employer or employers to disclose to the school district, local act school district, public school academy, intermediate school district, or nonpublic school any unprofessional conduct by the applicant and to make available to the school district, local act school district, public school academy, intermediate school district, or nonpublic school copies of all documents in the employee's personnel record maintained by the current or former employer relating to that unprofessional conduct. In the event such a report generates information relating to unprofessional conduct, the CEO is required to take some affirmative action as outlined within section 380.1230b of the Michigan's Revised School Code.

Michigan Public School Employee Retirement System (MPERS) Participation

The Office of Retirement Services within the Department of Technology, Management and Budget is primarily responsible for the management of the Michigan Public School Employee Retirement System.


Depending on the governance structure of the public school, employees are either required or barred from participation in Michigan's Public School Employee Retirement System (MPERS). In a legal opinion offered by Michigan's Attorney General Frank Kelley (Opinion #6915), the issue was resolved to conclude that only public employees of public school academies would be eligible to participate in MPERS, and those staff members that were hired through a third party were not eligible because they are considered to be employees of that third party, not the school. It should also be noted that staff (public employees) hired directly by the public school academy board of directors do not have an option as to whether they participate or not. They are required to participate and the school is required to report that information to MPERS accordingly. This situation obviously applies to contractors employed by third-parties working in traditional district schools as well as the employees of vendors working in public schools assigned to the SSRD.




Did you know...?

Some public school academies in Michigan have only one "direct-hire" employee, typically the public school academy's Superintendent or Chief Executive Officer, which reports directly to the academy's governance board. This practice allows the board to have at least one employee that may not be affected by the influence of the management company hired to operate the school(s). To the extent possible, this model could also be used with other public schools assigned to the SSRD.

Action Items – Michigan Public School Retirement System (MPERS) Participation

	<input type="checkbox"/>	Visit the Office of Retirement Services website: http://www.michigan.gov/orsschools .
	<input type="checkbox"/>	Contact the MPERS prior to September 1 to establish the process making contributions.
	<input type="checkbox"/>	Establish a process within the payroll system to collect, distribute and manage the actual collections of funds from participating members.

**Due Pre-Opening
ASAP**

	Related Sources of Information	
	State Law	Public Act 300 of 1980; MCL 38.1301 – 1408 https://www.legislature.mi.gov/(S(tmmudlsvwn14pgya2kqtueuf))/mileg.aspx?page=getObject&objectName=mcl-Act-300-of-1980
	MPSERS Website	http://www.michigan.gov/ors/0,4649,7-144-6182---,00.html
Attorney General Opinion		http://www.ag.state.mi.us/opinion/datafiles/1990s/op06915.htm
MPSERS		Lansing area telephone number: 517-322-5103 From outside the Lansing area: 800-381-5111


Chapter 9: Evaluation and Professional Development


Evaluation of the School Leader, School Administrators, and Teachers

Effective systems and criteria for evaluation of school personnel are critical to the success of any school. Before school administrators and teachers begin the daily work of teaching and learning, it is essential that the process and criteria through which their performance will be measured are clearly defined and communicated to them. Therefore, as part of the opening procedures process, the school must submit a copy of the evaluation plans and performance criteria for the school leader, school administrators, and teachers to the SRO.

While it is typically the role of school administrators to evaluate teachers, it is the role of the CEO to establish a process for the evaluation of each school leader. When a school leader is an employee of a management company, the evaluation of the school leader will be a collaborative process between the CEO and the management company. When the school leader is an employee of the resident district or public school academy, the evaluation will be a collaborative effort between the CEO, the resident district's superintendent, or public school academies lead administrator, as the case may be. The development of the evaluation process and the identification of specific performance criteria for each role can be a valuable opportunity for the school community to further articulate the vision of the school and prioritize its values.

The SRO supports the characteristics of strong teacher and administrator evaluation plans championed by the new regulations and encourage all schools to review the regulations when developing their own evaluation systems. It is highly recommended that elements of school leader, school administrators, and teacher evaluation plans involve multiple outcomes-based, objective metrics in each evaluation coupled with high quality, targeted professional development in the areas of greatest weakness. This professional development should be focused on the following areas: creating and managing a shared vision that every child can learn; developing and reinforcing culture and climate that supports learning; promoting and nurturing leadership development across the staff; increasing proficiency in teaching and learning; and leading people, managing data and information, improving staff analytic skills and accelerating processes that lead directly to school improvement.

Action Items - Evaluation of School Leader, School Administrators, and Teachers		
Drafts Due August 1 	<input type="checkbox"/>	Determine performance evaluation criteria and design an evaluation plan for the school leader.
	<input type="checkbox"/>	Determine performance evaluation criteria and design an evaluation plan for other school administrators and non-instructional staff.
	<input type="checkbox"/>	Determine performance evaluation criteria and design an evaluation plan for teachers.
	<input type="checkbox"/>	Submit all three sets of performance evaluation criteria and evaluation plans to the SRO for review .

	Related Sources of Information	
	State Law	Public Act 205 of 2009, as amended; MCL 380.1249 http://www.legislature.mi.gov/(S(zviiuv5sk1kloa0xmmskxgga))/mile.aspx?page=GetObject&objectname=mcl-380-1249
	State Website	http://www.michigan.gov/mde/0,1607,7-140-22709_57992--,00.html
	Michigan Council for Educator Effectiveness	http://www.mcede.org/
	Administrator Evaluations	http://www.michigan.gov/mde/0,4615,7-140-22709_57992-85144--,00.html

Professional Development for School Administrators and Teachers

It is incumbent upon every school in Michigan to adopt and implement a professional development plan for all principals, teachers, other professional staff, professional support teams such as paraprofessionals and teacher assistants as well as school volunteers and other community stakeholders. **These professional development plans must be updated annually and include a budget.**

Professional development provided for teachers and administrators must be job-embedded and linked to the mission of the school, and whenever possible, targeted at the individual level to increase capacity, both at the individual and school levels. Every school should consider conducting an intensive period of professional development before school starts, and then at least one day per month during the school year to address weaknesses encountered during the school year. However, it should be recognized that professionals in every walk of life find ways to improve themselves while they work full time. Teachers and administrators should not be considered any differently. Thus, professionals and those wishing to be treated as professionals, should find ways to increase their individual capacity without closing the school, which means before and after school, and on weekends. The children we serve cannot afford any lost instructional days because the adults employed to serve them are not fully prepared.

A quality professional development plan may include the following:


- training in the teaching of new curriculum frameworks and other skills required for the effective implementation of this act, including participatory decision making, and parent and community involvement;
- training in analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom;
- methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate such styles;
- training for teachers in second language acquisition techniques;
- training on expected instructional practices;
- training on data analysis and data driven decision making; and
- training for members of the school stakeholder groups, including advisory teams or committees.


The plan may also include:

- training in the provision of curricular accommodation services within regular education;
- training on the implications of culture and poverty in learning environments; and
- teacher training which addresses the effects of gender bias in the classroom.

In addition to these requirements, the SRO recognizes that strong teacher and administrative professional development plans will:

- align with individual and school-wide improvement goals;
- connect individual and school-wide professional development goals and resources with the school mission;
- establish and maintain a professional culture centered on reflection and learning;
- foster communities of practice among the school's educational professionals;
- demonstrate how the proposed strategies are linked to improving student achievement;
- measure the impact of various changes or interventions on student achievement;
- encourage professionals to document their progress towards stated goals; and
- provide adequate resources and support to individuals throughout the year as they work toward those goals.

Action Items - Professional Development for School Administrators and Teachers		
<p>Due</p> <p>August 1</p> 	<input type="checkbox"/>	Design a professional development plan for school administrators.
	<input type="checkbox"/>	Design a professional development plan for teachers and support staff.
	<input type="checkbox"/>	Design a professional development plan for community stakeholders.
	<input type="checkbox"/>	Submit all three proposed professional development plans, including a calendar, to the SRO for review .

	Related Sources of Information	
	State Law	MCL 380.1525 - 1527, Part 21A of the Revised School Code https://www.legislature.mi.gov/(S(cibed52yqaqicyjesqundt55))/documents/mcl/pdf/mcl-451-1976-2-21A.pdf
	MDE's Educator Learning & Professional Development Website	http://www.michigan.gov/mde/0,4615,7-140-5683_5703---,00.html


Chapter 10: Student Services Delivery

School Curriculum Implementation Plan

Due to the growing diversity in schools across Michigan, public schools must be intentional about what they teach and how they teach it. That focus fosters the need to adopt and implement a School Curriculum Implementation Plan to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan must assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan must also include provisions encouraging teacher mentoring and collaboration and parental involvement.


The School Curriculum Implementation Plan (SCIP) *may* also:


- describe how the school schedule will benefit instruction of all students;
- describe how the curriculum meets state learning standards;
- describe how the school's policies or discipline code enhances instruction;
- discuss how school staff or other consultants will address behavioral issues;
- discuss the implementation of literacy and critical reasoning programs;
- identify after-school options such as homework assistance and peer coaching;
- identify summer school or other intervention programs provided during calendar breaks;
- include very specific, non-academic interventions that relate specifically to student performance outcomes;
- include the monitoring process to collecting data; and
- identify strategies for using community agencies and volunteers to assist students and teachers.

Action Items - District Curriculum Accommodation Plan		
Due August 1 	<input type="checkbox"/>	Design and adopt a School Curriculum Implementation Plan (SCIP) in alignment with requirements.
	<input type="checkbox"/>	Submit the SCIP to the SRO for review .

English Language Education Policies and Procedures

Pursuant to state statute, public schools in Michigan are required to establish procedures, in accordance with the MDE guidelines, to identify those students who may be English learners and assess their level of English proficiency upon their enrollment in the school. Prior to opening, new schools must submit a detailed description of their policies and program practices for English language learner education.

Action Items – English Language Education Policies and Procedures		
Due July 1 	<input type="checkbox"/>	MDE Website Resources for English Language Learners www.michigan.gov/documents/mde/Web_Resources_263842_7.doc
	<input type="checkbox"/>	Develop and submit policies and procedures for an English Language Education to the SRO for review .

	Related Sources of Information	
	State Law	Bilingual Education Programs, MCL 380.1151-1155
	MDE English Language Learner Program Website	http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078--,00.html
Non-Regulatory Guidance on the Title III State Formula Grant Program		http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html
Title III Grants and Subgrants		ESEA Sections 3111-3116 http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html
Title III Allowable Activities		http://www.michigan.gov/documents/mde/T_III_Immigrant_Allowable_activities_DEc_8_3_342333_7.pdf?20151009102621

Special Education Policies and Procedures


All public schools in Michigan are required to provide or arrange for the provision of special education and related services for eligible students in accordance with state and federal law and regulations. Prior to opening, new schools are required to submit a detailed description of their policies and program practices to meet the needs of students.


The SRO strives to serve all students, especially those that have not been afforded an opportunity for a quality education. This means that the SRO will not tolerate or otherwise accept schools under its authority or oversight to perpetuate policies (formal or otherwise) that inhibit the enrollment of students with disabilities. It is the expectation that schools under the authority or oversight of the SRO will actively seek out and recruit students with disabilities, and that the rate of enrollment for that group of students should exceed the rate of the students with disabilities enrolled in the traditional district where the schools reside.



Did you know...?

Some public schools in Michigan have programs that cater to students with certain types of disabilities. The Intermediate School Districts (ISDs) are a good source of information regarding these programs and it is wise for new schools to know about these programs in the event that a student presents during the enrollment process, or thereafter, with a disability that can be best served by one of those programs.

Action Items – Special Education Policies and Procedures		
Due Before May 1 	<input type="checkbox"/>	Meet with the ISD to establish an initial contact for the purposes of creating a dialogue for special education issues, and the potential availability of support services.
	<input type="checkbox"/>	Provide ISD with information regarding the new school and the expected enrollment numbers, along with names and contact information so that a regular working relationship can be established.
August 1	<input type="checkbox"/>	Develop and submit policies and procedures to manage a Special Education program which includes some positive behavior interventions and supports to the SRO for review (See PBIS & RtI information).
Prior to School Opening	<input type="checkbox"/>	Begin the process of initiating new or updated Individual Education Plans (IEPs) for all students with a previous IEP and those new students that have been identified as needing an initial IEP.
	<input type="checkbox"/>	Ensure all Special Education and 504 teams are in place and all forms have the appropriate SSRRD, resident school district, or PSA heading.

	Related Sources of Information	
	State Law	<p>Multiple documents available at:</p> <p>http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7376--,00.html</p>
	Federal Law	<p>Individuals with Disabilities Education Act (IDEA), Public Law No. 94-142</p> <p>http://idea.ed.gov/</p>
MDE Positive Behavior Interventions & Supports		http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf?20151009111219
MDE Special Education Reference		http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=2626054690&depth=2&infobase=miser.nfo&softpage=PL_frame
Individualized Education Program (IEP) Development Process		http://www.michigan.gov/mde/0,4615,7-140-6530_6598_36168-236252--,00.html


Special Education Program Plan

Prior to opening, and in preparation for refining the school's special education plan, school leaders must work with selected staff and teachers to be familiar with the status of all students with current Individual Education Plans (IEPs). This working group provides those school leaders with a means of verifying their awareness of the requirements and assuring the SRO and MDE's Office of Special Education that all local actions and procedures are completely consistent with these requirements to ensure uninterrupted access to federal special education funds.

To the greatest extent possible, the program plan should be completed electronically so that all stakeholders have direct access to it. In Michigan, schools are required to participate in an electronic Continuous Improvement and Monitoring System (CIMS) Workbook. These workbooks permit ISD monitors to track compliance with the Individuals with Disability Education Act (IDEA) requirements. The administrative staff member responsible for oversight of the special education program at each school will also be responsible to become intimately familiar with the CIMS workbook and will present status updates periodically to the school leader and to the identified individual within the SRO, as requested.

Action Items - Special Education Program Plan

<p>Due</p> <p>August 30</p>	<input type="checkbox"/>	Involve key staff in the development of the plan and then ensure that every teacher has read and understands their role.
	<input type="checkbox"/>	Key teachers, including all special education teachers, are trained to understand the purposes of the CIMS workbook
	<input type="checkbox"/>	Ensure every teacher understands how the special education plan interacts with their delivery of Tier I instruction in their classrooms

	<input type="checkbox"/>	Ensure that the Special Education Administrator, School Leader, and SRO (or his or her designated representative) have all read, initialed, and signed the special education plan.
	<input type="checkbox"/>	Ensure the school leader is well versed in the special education plan and he or she understands what success looks like and how to measure it.

	Related Sources of Information	
	IDEA Public Reporting	http://www.michigan.gov/mde/0,4615,7-140-6530_6598_31834-328343--,00.html
	Measurable Annual Goals	http://www.michigan.gov/documents/mde/Measurable_Annual_Goals_Guidance_502383_7.pdf?20151009123934
Administrative Code for Special Education Programs and Services		http://w3.lara.state.mi.us/orr/Files/AdminCode/1113_2012-106ED_AdminCode.pdf


Title I Program Plan: Schoolwide or Targeted Assistance


Title I, Part A is a federal entitlement grant program that provides funding for supplemental educational opportunities for children who are most at risk of failing to meet the state's challenging content and performance standards. Title I provides districts the opportunity to create one of two types of school-based programs: targeted assistance or schoolwide. In accordance with state law, most new public school academies are classified as “targeted assistance.” Provided the school meets the necessary demographic threshold, new schools cannot be classified as “schoolwide” until their second year of operation. New schools, or their district, must notify the MDE of their intent to open at least 100 days before the first day of school. Typically, that means May 1st of each year. They will also have to provide information about expected enrollment and how many of those students will be eligible for free lunch as defined by the National School Lunch Program (NSLP).

A targeted assistance program is one in which individual students in a school are targeted to receive Title I services. Students are identified based upon multiple, educationally related objective criteria. Services may be delivered to those specific students in a number of ways. Title I teachers, in targeted assistance schools, are responsible for providing these services, coordinating with other school personnel as needed, and involving parents in the planning, implementation, and evaluation of the Title I program.

A schoolwide program permits schools that have at least 40% poverty to use Title I Part A funds in combination with state and local resources, and most other federal education program funds to upgrade the entire educational program of the school to raise the academic achievement of all students. In contrast to targeted assistance programs, schoolwide programs are not required to deliver services to specific students, since every student in the school is involved in the program.

Title I grant allocations are distributed based on formulas. However, all districts wishing to receive an allocation of federal Title I funds are required to submit a Consolidated Application through Michigan's Electronic Grants System, Plus (MEGS+). This application is aligned with school improvement goals such that these title programs are used to support supplemental services designed to improve academic achievement.

Action Items – Title I		
 <p>Submit initial application in late June.</p>	<input type="checkbox"/>	Create a set of school improvement goals that addresses the weaknesses expected in the academic performance of the expected student population.
	<input type="checkbox"/>	Initiate the Consolidated Application with goals, objectives and activities aligned with the school improvement plan.

	Related Sources of Information	
	New or Significantly Expanding PSAs	https://www2.ed.gov/policy/elsec/guid/cschoools/cguidedec2000.pdf
	Federal Non Regulatory Guidance on Designing Schoolwide Programs	http://www.ed.gov/policy/elsec/guid/designingswpguid.doc
	Timely Access to Federal Formula Grant Funds	https://www.michigan.gov/documents/mde/Timely_Access_to_Federal_Funds_415689_7.pdf

Title III: Language Instruction for Limited English Proficient & Immigrant Students Program


Title III is a federal program that assists immigrant and limited English proficient (LEP) students in achieving grade-level and graduation standards, as well as acquiring the English language. The purpose of the program is to assist public schools in teaching English to LEP students. Additionally, the Title III funds are to be used in helping these students meet the same challenging state standards required of all students. LEP funds are distributed based on a per-pupil funding formula.


The Title III Immigrant grant formula is explained here:

*“The recipient of an Immigrant subgrant must have at least 20 eligible students and have experienced a significant increase, as compared to the average of the two preceding years, in the percentage **or** number [count] of immigrant children and youth, who have enrolled during the fiscal year preceding the fiscal year for which the subgrant is made in the geographic areas under the jurisdiction of, or served by, the fiscal agent.”*

For more information, please Tamara Franks at 517-335-0352 or FranksT1@michigan.gov.

Action Items – Title III


<p>Apply in October</p> 	<p><input type="checkbox"/> Determine if the school is eligible to receive Title III funding.</p> <p>http://www.michigan.gov/documents/mde/2015-16_Immigrant_Estimated_Allocations_and_Immigrant_Eligibility_488223_7.pdf</p>
	<p><input type="checkbox"/> Ensure student data in MSDS is current and up to date, especially as it relates to Limited English Proficient students.</p>


	Related Sources of Information	
	Federal Law	NCLB: PL 107-110 Title III
	State Law	MCL 380.1151 -1155 Bilingual Education
	State Administrative Code	R 390.1101 et seq. R 388.701 et seq.
	MDE English Language Learner Programs	http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html
	Michigan Federal Program Allocations	http://www.michigan.gov/mde/0,1607,7-140-6530_30334-127227--,00.html

Health Plan and Medications Administration Plan

Each new public school must develop policies and a plan to address health services in accordance with the law. A comprehensive, age-appropriate school health program should focus on health risk factors, take into account the diversity of student needs, and use specially trained staff to deliver the program. School leaders should work with health experts to create a School Health Plan and Medications Administration Plan.


For additional information, public schools in Michigan should consult the State Board of Education's adopted model policies addressing school health and safety. The website is a comprehensive resource about school health policy and practice with basic information, guidelines, and recommendations. In addition, there are a plethora of links to information on MDE's School Health Services website.

Action Items - School Health Plan and Medications Administration Plan		
Due September 1 	<input type="checkbox"/>	Review carefully the policies on the MDE's School Health Services website.
		Create a School Health Plan and Medications Administration Plan consistent with state and federal law and ensure that the SRO (or his or her designated representative) has reviewed and approved it.
	<input type="checkbox"/>	Ensure all enrolled students meet the minimum requirements for immunizations in accordance with state law and school policy.
	<input type="checkbox"/>	Train staff on the School's Health Plan and Medications Administration Plan. Be prepared to be monitored by the ISD, the SRO, MDE consistent with the relevant laws and regulations.

	Related Sources of Information	
	Federal ADA	Americans with Disabilities Act of 1990 (ADA)
	Federal 504 Plans	Section 504, Rehabilitation Act of 1973
Federal HIPAA	PL 104-91 Health Insurance Portability and Accountability Act of 1996 (HIPAA)	
Federal FERPA	34 CFR 99, Family Educational Rights and Privacy Act	
Federal Blood Borne Pathogen	CPL 2-2.69 (November 17, 2001); 29 CF Part 1910 (December 1991)	
Federal Asthmatic Self-Treatment	PL 108-377 Asthmatic Schoolchildren's Treatment and Health Management Act of 2003	
Federal Support to the Homeless	McKinney-Vento Homeless Education Assistance Act	
Michigan School Wellness Policy	PL 108-265, Section 204. Model Policy for Michigan	
Michigan's Blood Borne Pathogen Rules	MIOSHA Administrative Rule R325.47201, Part 472	
Michigan's Concussion Awareness	Public Act 343 of 2012	
Michigan's First Aid Training	MIOSHA Administrative Rule, Medical Services and First Aid, R325.47201, Part 472	
Michigan's Immunization Laws	Sections 333.920-1200	
School Lockdown Drills	Public Act 187 of 2006	
Michigan's Child Protection Law	Child Protection Law, Act of 1975, MCL 722.623	
Comprehensive School Health Education Programs	MCL 380.1170	
Michigan's Model Policy on Medication	Model Policy on Medication Policy	
Michigan's Model Policy on Asthma	Model Policy on the Management of Asthma in Schools	
Attorney General Opinion # 6476 dated 10/27/1987	http://www.ag.state.mi.us/opinion/datafiles/1980s/op06476.htm	

School Wellness Policy and Local Wellness Committee

Public schools in Michigan that have elected to receive federal nutrition funds are required to develop a School Wellness Policy and a local wellness committee to ensure policy compliance. The wellness policy should guide school efforts to establish a school environment that promotes students' health, well-being, and ability to learn. Policies must include guidelines for all foods available and include goals for nutrition education, physical activity, and other activities designed to promote student wellness such as nutrition promotion. The U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) issued an implementation memo (SP-42-2011) to guide LEAs in implementing the school wellness policy provisions in the Healthy, Hunger-Free Kids Act of 2010. For additional resources for developing and implementing a School Wellness Policy, review the websites listed in the Related Sources of Information table.

Action Items - School Wellness Policy		
Due August 1 	<input type="checkbox"/>	Read the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296) at http://www.fns.usda.gov/cnd/Governance/Legislation/CNR_2010.htm .
	<input type="checkbox"/>	Create a School Wellness Policy consistent with federal requirements.
	<input type="checkbox"/>	Submit the School Wellness Policy to the SRO for review .
September 1	<input type="checkbox"/>	Once reviewed and approved by the SRO the school leadership will be required to announce the adoption of the policy and to orient the staff on its implementation requirements.

	Related Sources of Information	
	Federal Regulation	Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296).
	Michigan State Board of Education Policy on Coordinated School Health Programs	http://www.michigan.gov/documents/CSHP_Policy_77375_7.pdf
	Michigan State Board of Education Policy On Comprehensive School Health Education	http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf
The Michigan Model for Comprehensive School Health Education Curriculum		http://www.emc.cmich.edu/mm
USDA Food and Nutrition Service		http://www.fns.usda.gov/cnd/
School Wellness Policy Implementation Memo (USDA)		http://www.fns.usda.gov/cnd/Governance/Policy-Memos/2011/SP42-2011_os.pdf

Chapter 11: Financial Organization


Fiscal Policies and Procedures

As governmental entities of the state of Michigan, all public schools must establish fiscal policies and procedures that are consistent with state requirements and the responsible use of public funds. Thus, formal fiscal policies and procedures of any public school placed in the SSRRD **are required** before any state aid or federal funds are spent. Public schools must submit their proposed Fiscal Policies and Purchasing Procedures to the SRO as part of the opening procedures process.

State law requires that administrators, including business officials, be certified. Any management company, education service provider, or other vendor wishing to do work with a public school placed in the School Reform District will also provide the certifications of their administrators, including their business official(s), to the School Reform District as part of the opening procedures process.

Finally, school policies will require the selected operators of every public school to maintain positive control of all funds and other assets belonging to the school or schools they operate. Policies will stipulate that service contracts with vendors, including management companies or ESPs, shall not involve provisions for advance payments, or contain “sweep” provisions that might provide a vendor (or vendors) to have access to school funds before services are rendered and the disbursement of funds are approved by the SSRRD.

A “sweep” provision is defined here as a clause in the vendor contract that requires the SSRRD to transfer or allowed to be transferred on a regular and recurring basis, all or nearly all of its funds from its financial account(s) to one or more controlled by the vendor. These transfers are completed without SRO approval and typically without accountability or transparency, thereby leaving the school with few available funds and no awareness of how the funds were used.

Action Items - Financial Organization		
<p>Due</p> <p>August 1</p> 	<input type="checkbox"/>	Read the SSRRD’s ESP policies.
	<input type="checkbox"/>	Vendors must collaborate with the school leadership to develop the school’s own fiscal policies and procedures or adopt those recommended by the SRO.
	<input type="checkbox"/>	Submit the school’s proposed fiscal policies and procedures to the SRO for review of the required procurement policies.
	<input type="checkbox"/>	The SRO is responsible to review all management agreements. The SSRRD will review every management agreement to ensure that they adhere to the legal requirements, ESP policies of the SSRRD, and do not conflict with other elements of the operating agreements.

	Related Sources of Information	
	Michigan State School Aid Act of 1979, as amended	Public Act 94 of 1979; MCL 388.1601 – 1896 http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf .
	Michigan State Aid & School Finance	http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html
State School Reform/Redesign Office ESP Policies		See the State School Reform/Redesign Office website @ www.michigan.gov/sro
Michigan Public School Accounting Manual		http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21321--,00.html

Budget and Cash Flow

The SRO recognizes that budget adjustments will often be necessary after the opening of school due to a number of factors, especially since lots of things may have changed since the initial budget was submitted in June. For that reason, the SRO requires that a public school placed in the SSRRD submit budget proposals for the first year of operation, including both **a detailed business plan**, and **projected budgets for the next two years of operation** based on the enrollment projections. The SRO strongly recommends that each school's leadership team undertake a long-range budget plan for the initial term of the placement within the SSRRD (up to three years) and encourages those public schools to create detailed, cash-flow projections as part of their future fiscal practices that result in annual fund balances exceeding 10% of all revenues. For schools remaining within their districts and assigned to a CEO, it is important for the financial well-being of the resident district or public school academy that collaboration and cooperation are in place to maximize the use of cost-effective services (e.g., food service, security, transportation, custodial and maintenance, business and accounting, etc.) currently available.


For reporting purposes, all public schools placed in the SSRRD will produce and report quarterly budget to actual expenditure statements. These documents will also be provided to the SRO with electronic copies of draft monthly leadership team meeting minutes within eight days of each meeting where these items are presented.


Additionally, in the absence of federal school reform grants, the SRO will continue to work with stakeholders to find and provide all new public schools placed within the SSRRD with some start-up funding.

Did you know...?



The state of Michigan has a program called the Michigan Public Educational Facilities Authority (MPEFA) designed to support schools with cash flow needs during the period when no state aid payments are made. For those that didn't already know, state aid payments come once a month for eleven months each year. There is no state aid payments made in September. However, you should know that new public schools are normally not able to participate in this program or other bank-financed lending programs until they have a demonstrated track record of success, which means they typically won't consider lending to new schools until they have at least one year in operation.

Action Items - Action Items - Budget and Cash Flow		
Due June 30	<input type="checkbox"/>	Initial budget submitted to the SRO and posted on school's website
October 1 	<input type="checkbox"/>	Update and revise draft budget outlines for the first three years after opening your school as well as create a detailed cash flow projection for the first year of operation.
	<input type="checkbox"/>	Obtain SRO approval of the school's revised budget for the first year of operation.
	<input type="checkbox"/>	Submit the school's revised budget and quarterly budget to actual reports to the SRO for review .


	Related Sources of Information	
	State Law	Public Act 94 of 1979; MCL 388.1601 – 1896 http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf .
	Federal School Accounting	http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009325
Michigan Public School Accounting Manual		http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21321--,00.html


Audits

All public school districts (including public school academies) in Michigan must have an annual independent audit conducted of its accounts to be completed and filed electronically on or before November 1 with the MDE. This applies to all public schools districts including the SSRRD. For the purposes of an initial audit, funds provided for startup, whether derived from a grant or provided by the SRO, will be included in the audit for that first year.

During the period preceding the opening of the school and while the school's development team is engaged in planning, that team may request to have an independent accountant's review performed, which is less in scope than an audit, in lieu of an audit. The review must be performed by a certified public accountant in accordance with the *Statement on Accounting and Review Services* issued by the American Institute of Certified Public Accountants. If during the planning period the school development team expends in excess of \$750,000 in federal expenditures, a full audit must be performed in accordance with OMB Circular A-133.

For the purposes of satisfying this requirement, the SSRRD will establish a chart of accounts that will include a set of accounts that schools will use when formulating budgets and documenting expenses. Audit preparation procedures will be provided by the SSRRD, including an established framework for collecting and reporting expenditures.

Action Items - Audit		
Due May 1 annually 	<input type="checkbox"/>	Review the various options for an audit or financial review of the school's fiscal year(s) during the planning period.
	<input type="checkbox"/>	Ensure that the school's leadership begins the process of working in collaboration with the SSRRD as it engages with an independent auditor to review the school's accounts in time to meet the November 1 statutory deadline.

	Related Sources of Information	
	State Law	State School Aid Act of 1979; http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf
	MDE Audits Website	http://www.michigan.gov/mde/0,4615,7-140-6530_9091---,00.html
Federal Uniform Guidance		https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards
Michigan Audit Manual		http://www.michigan.gov/documents/mde/2014-2015_Audit_Manual-FINAL_487941_7.pdf?20151012152720

Chapter 12: Business and Contractual Relationships

Management Agreement

Current law allows the SRO to hire a Chief Executive Officer (CEO) to operate multiple schools. The law also permits that CEO to hire staff to execute that function, provided necessary staffing is not already available. This hiring for staffing of the SSRRD is normally done in conjunction with support provided by the SRO. To the extent possible, the process to select an entity to provide staffing shall be transparent, and involve other stakeholders. It should be noted that only operators with demonstrated records of consistently high performance should be considered.

The SRO's Education Service Provider policies require that the management agreements must be reviewed by the SRO before they can be executed. The expectation is that a signed agreement will be provided to the SRO, at a minimum of 45 days prior to the school opening. Under no circumstances will a public school re-negotiate or otherwise change the terms and conditions of a previously approved agreement without the expressed knowledge and approval of the SRO.


Once the SRO receives the management agreement it will immediately consider if the agreement meets legal requirements, satisfies the conditions set forth in the SRO’s Education Service Provider (ESP) policies, and whether any part of the agreement fails to be consistent with the expectations of the SRO.


Transportation Services Plan

Prior to securing transportation services for all eligible students, public school leaders should understand their obligations to provide transportation and the reimbursement programs available, especially as it relates to providing transportation services in accordance with a student’s Individualized Education Program (IEP). When arranging for student transportation, a public school placed within the SSRRD should pay particular attention to federal laws governing the privacy of student records and the school’s student records policy.

If transportation will be provided by the local school district or public school academy, school leaders should identify when and how that entity sets its budget so that they can proactively inform them of the school’s needs in a timely manner. **The SRO strongly encourages school leaders to inform the local district, or public school academy (as the case may be) prior to April 1 if they will require transportation services during the next school year.**

Prior to opening, the public school placed within the SSRRD must submit evidence of adequate transportation services which align with the school’s schedule (such as a longer school day or Saturday school). Required evidence includes a copy of the signed services contract or letter of agreement between the entity providing the transportation (private bus company, public school district, or public school academy) and the school or CEO/ESP as well as a general description of services to establish alignment with the school’s schedule. The services contract or letter of agreement is to be signed by the head of the bussing company or the public entity employee who oversees transportation, if receiving transportation services from the local district. If the school is to open in a temporary facility, the school leader must make separate arrangements for student transportation for the duration as well as submit evidence of transportation services for the temporary facility.


Action Items - Transportation Services Plan		
Due Aug 1 	<input type="checkbox"/>	Arrange for transportation services to be provided to all eligible students.
	<input type="checkbox"/>	Work with the service provider to ensure that every eligible student knows when and where the bus will pick them up and where he or she will be dropped off.
	<input type="checkbox"/>	Submit a (signed) services contract or letter of agreement to the SRO for review.
September 1	<input type="checkbox"/>	Ensure costs associated with transporting students with disabilities in accordance with respective IEPs are tracked for end-of-the-year reimbursement and reporting.

	Related Sources of Information	
	Revised School Code	MCL 380.627; Cost Effective Services http://www.legislature.mi.gov/(S(ogd135jsyt1jmzowrlhb2oy3))/mileg.aspx?page=GetObject&objectname=mcl-380-627
	Revised School Code	MCL 380.1219; Reporting to CEPI http://www.legislature.mi.gov/(S(jp54lbiodssa1u2uz4kwj4fh))/mileg.aspx?page=getObject&objectName=mcl-380-1219
Revised School Code		MCL 380.1321; Transportation https://www.legislature.mi.gov/(S(r2yk4hack3shm1yatpdsd4oh))/mileg.aspx?page=getObject&objectName=mcl-380-1321
FERPA		34 CFR 99, Family Educational Rights and Privacy Act
Administrative Code for Special Education Programs and Services		http://w3.lara.state.mi.us/orr/Files/AdminCode/1113_2012-106ED_AdminCode.pdf

Nutrition Services Program

Regardless of placement, all public schools operating under the auspices of a CEO hired by the SRO shall be required to make a school lunch available to students, including a free or reduced price lunch for students who meet income eligibility requirements. Under certain circumstances, schools may also make breakfast available. Through the National School Lunch Program (NSLP), schools are eligible to receive reimbursement for school breakfast and lunch. If an after school snack is provided as a part of an approved, regularly scheduled educational or enrichment activity, it may also be eligible for reimbursement. Both breakfast and lunch must meet current USDA meal pattern requirements.

Information about the federal and state reimbursement program through the National School Lunch Program is readily available at the MDE's School Nutrition Program website. If a school decides to participate in the federal reimbursement program independent of the SSRRD, an application must be submitted to the School Nutrition Programs unit. The school may begin working with staff in the Nutrition Programs unit once permission from the SSRRD to operate independently has been received. Upon receipt of the complete application, MDE staff will work closely with the school to ensure successful implementation and reimbursement of the school's meal program.

Action Items - Nutrition Services Program		
Contact the MDE Nutrition Office prior to June 1.	<input type="checkbox"/>	Download an application from the Eligibility Certification and Verification website: http://www.michigan.gov/mde/0,4615,7-140-66254_50144-194552--,00.html
	<input type="checkbox"/>	Review all documents on the Eligibility Certification and verification website.
Due July 1 	<input type="checkbox"/>	Watch the Making It Count training videos for an overview of USDA school nutrition program requirements at www.makingitcount.info .
	<input type="checkbox"/>	Identify and contract with a food service provider, or determine how nutrition services will be delivered through internal processes.
	<input type="checkbox"/>	Prior to being approved to participate in the USDA School Nutrition Program, the school's menu must be certified to be compliant with meal pattern standards and the school will receive a pre-approval visit by MDE staff.
	<input type="checkbox"/>	By law, all public schools participating in the National School Lunch Program must utilize the direct certification process.

	Related Sources of Information	
	State Law	MCL 380.1272a-d; http://www.legislature.mi.gov/(S(55vkj3foop1wc0m5atii33ox))/milege.aspx?page=getObject&objectName=mcl-380-1272a
	Federal Laws and Regulations	P.L. 111-296; 7 CFR 210-245
Michigan Department of Education's School Nutrition Program Website		School Nutrition Program http://www.michigan.gov/mde/0,4615,7-140-66254_50144--,00.html
USDA: Food and Nutrition Service Homepage		http://www.fns.usda.gov/cnd
USDA: School Meals Eligibility Manual		http://www.fns.usda.gov/sites/default/files/EliMan.pdf
USDA: Nutrition Standards for School Meals		http://www.fns.usda.gov/cnd/Governance/Legislation/nutritionstandards.htm

Insurance Policies


A New public school must submit evidence of required insurance coverage prior to beginning operation. In particular, the school should seriously consider purchasing adequate liability insurance, as well as directors' and officers' insurance. The MDE encourages new public schools to consult with their legal counsel when determining the amount of insurance necessary to ensure adequate coverage. However, at a minimum, the following is required:

The school shall secure and maintain in its own name as the "first named insured" at all times for the following insurance coverages:

- Property insurance covering all of the academy's real and personal property, whether owned or leased;
- General/Public Liability with a minimum of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate (Occurrence Form);
- Auto Liability (Owned and Non-Owned) with a minimum of one million dollars (\$1,000,000) (Occurrence Form);
- Workers' Compensation or Workers' Compensation without employees (statutory limits) and Employers' Liability insurance with a minimum of one million dollars (\$1,000,000);
- Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate (Claims Made or Occurrence Form);
- Crime including Employee Dishonesty insurance with a minimum of one million dollars (\$1,000,000) (Occurrence Form);
- Employment Practices Liability insurance with a minimum of one million dollars (\$1,000,000) per claim/aggregate (Claims Made or Occurrence Form).
- Umbrella with a minimum \$4,000,000 limit and aggregate. Also, an umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The insurance carrier(s) must be an "A" best rating or better. The school may join with other public schools to obtain insurance if the school finds that such an association provides economic advantages to the school, provided that each school maintains its identity as first named insured with its own limits (i.e. no sharing of limits).

The school shall list the SRO and the SSRRD on the insurance policies as an additional insured on insurance coverages listed in (b), (c), (e), and (g) above. The school shall have a provision included in all policies requiring notice to the SRO, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the school shall provide the State School Reform Officer copies of all insurance certificates and endorsements required. The school shall also provide to the State School Reform Officer an entire copy of the insurance policies. The school may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon school course offerings and program requirements.

Action Items - Insurance Policies		
Due Aug 1 	<input type="checkbox"/>	Read the applicable state law starting with MCL 380.1269
	<input type="checkbox"/>	Consult with the school's legal counsel to determine which insurance is required and how much will be adequate coverage.
	<input type="checkbox"/>	Submit evidence of insurance coverage to the SRO.


	Related Sources of Information	
	State Law	MCL 380.1269; https://www.legislature.mi.gov/(S(z154mjcnxxivx0ojfue3rl4s))/mileg.aspx?page=getObject&objectName=mcl-380-1269
	State School Reform/Redesign Office Education Service Provider Policies	See SRO Website: www.michigan.gov/sro


Purchasing and Contracting Policies

Each new public school is responsible to develop comprehensive purchasing and contracting procedures that when followed, ensure that individuals working at the school and acting on behalf of the public school's governance board follow state and federal law and do so in the best interest of the school. As such, anybody associated with the expenditure of funds, either through a local purchase or a contract, shall be well versed in these policies and procedures, and shall be transparent in their implementation.

Additionally, it should be noted that no public school overseen by a CEO and/or authorized by the SSRRD will provide advance payments to their management company nor will they engage in any contracts or agreements that involve provisions or clauses that prepay for services without specific approval by the school's district's Superintendent or public school academy's senior administrator, as the case may be. The school's leadership team will maintain positive control of all of its assets and will not relinquish or otherwise delegate that responsibility. Additionally, in the first three years of the operating agreement, any contract or purchase agreement that exceeds \$10,000 must be reviewed and approved by the SSRRD's leadership team, and posted on the school's website.

Finally, the school will be extremely transparent in all of its business operations and transactions. Regardless of the status of specific vendors, any individual working at the school on a regular or recurring basis will have their compensation reported via the school's website in accordance with the state transparency requirements and SSRRD requirements.

Action Items - Insurance Policies		
Due June 1 	<input type="checkbox"/>	Read SRO ESP policies.
	<input type="checkbox"/>	Create detailed and prescriptive purchasing and contracting policies to ensure individuals working on behalf of the school expend public funds properly.
	<input type="checkbox"/>	The school's leadership team, including legal counsel and auditor, will approve and cause to be implemented a set of purchasing and contracting policies that are transparent, efficient and effective before any public funds are disbursed.

	Related Sources of Information	
	State Law	MCL 388.1618; http://www.legislature.mi.gov/(S(wfuxkym1urcf4fzeqigwy5qh))/mileg.aspx?page=getObject&objectName=mcl-388-1618
	Michigan Department of Education's Website	Budget and Salary Compensation Transparency Reporting http://www.michigan.gov/mde/0,1607,7-140-6530_6605-159882--,00.html
Education Department General Administrative Regulations (EDGAR)		http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards		http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html
Competitive Bid Threshold, FY 2016		http://www.michigan.gov/documents/mde/Competitive_Bid_Threshold_333257_7.pdf

Chapter 13: School Facility and Building Safety

Procuring, renovating, and maintaining facilities are significant challenges for new public schools in Michigan, and in many other places across the country, for that matter. Federal and state laws require all public school facilities to pass certain inspections and to be programmatically accessible to persons with physical disabilities. Additionally, public schools must comply with state law regarding designer selection, public bidding, and prevailing wage when constructing or renovating a facility. For these reasons, it is essential that public school administrators and boards of directors maintain an open dialogue with a real estate expert and their board-selected legal counsel during the facility search.



Did you know...?

New schools unable to obtain the required facility and building safety certifications and inspections before the first day of school will be unable to open school as scheduled until requirements are satisfied. The health and safety of students and staff are too important to risk in environments that experts have not yet determined are safe.

Accessibility of the Facility to Handicapped Persons

Public schools must ensure that all educational programs and services offered at each level in the school are available and entirely accessible to students with disabilities. In signing the operating agreement, the public school's leadership team formally acknowledges, in writing, that the public school will "adhere to all state and federal law." Public school facilities must not only be accessible to students with disabilities, but also any individual wishing to access the school.

As a result, public schools are required to submit certifications that the school's facility meets the appropriate building codes. Further review of the accessibility of programs to handicapped and other disabled persons will be performed when the State Fire Marshal, appropriate municipality building inspectors, or their designee conduct reviews and inspections within their functional areas of oversight.

School Safety Plan

Schools must be prepared and practiced in responding to various threats. Section 29.19 of Michigan's Revised School Code requires that each public school in Michigan have a plan that is reviewed annually and updated as appropriate. This plan includes responses to fire, tornado, release of hazardous materials, or the presence of a dangerous person on or near school property. New public schools must design a building-specific school safety plan, in consultation with the fire chief and police chief of the city, town, or district where the school is located and submit the plan to the SRO as part of the opening procedures process. At the beginning of each school year, students at each school shall be instructed in the different response strategies within the developed plan. Data collected from each activity within the plan shall be posted on the school's website.

Inspection Certificates and/or Permits

Public schools must provide copies of current inspection and occupancy certificates during the opening procedures process. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspection services department and fire department can provide helpful guidance in navigating a potentially

complex and time-consuming process. The certificates that are submitted to the SRO certify the use of the building as a school; provide occupancy capacity information; demonstrate adherence to the requirements of health, safety, and fire regulations. School leaders should initiate contact with the various inspection services with the municipality in which the school facility will be located as soon as possible to discuss their processes and arrange for the necessary inspections.

Asbestos Hazard Emergency Response Act (AHERA) Plan



In addition, all public schools are required to adhere to AHERA federal regulations (40 CFR 763.80 – 99) as applicable. AHERA requires that schools identify the presence of asbestos-containing materials through an original inspection on the school facility; develop and maintain a management plan and conduct re-inspections (every three years), as applicable; as well as provide annual written notification to parents, teachers, and staff regarding the availability of the Asbestos Management Plan. In most cases, a full AHERA inspection is required prior to use of the facility as a school. The inspection may only be waived if a certification statement is submitted by the architect, building engineer, or a licensed inspector that they have reviewed facility documentation of the new construction, and can verify that there were no asbestos-containing materials used in the building.


Other Unique School Safety or Health Reports or Studies

New public schools that will be located in a building constructed prior to 1978, will serve children under the age of six, and anticipate conducting any renovations, repairs, or painting to common areas must submit a lead inspection report during opening procedures, and comply with appropriate rules for working in areas where lead-based materials have been used or are present. Additionally, every new public school should engage a private firm to perform what is commonly referred to as a Phase I Environmental study. This study will identify any hazardous materials that may exist on the property, including those in the soil or ground water.

Depending on individual situations, the following types of inspection certificates/permits may be required to be submitted to the SRO during the opening procedures process:

- Certificate of Occupancy/ Occupancy Permit/ Certificate of Use and Occupancy
- Fire Inspection Certificate/ Fire Department Field Inspection Report
- Building Safety Inspection/ Certificate of Inspection
- Health Inspection/ Health Permit (Food Service)
- Asbestos Inspection and Management Plan (AHERA)
- Lead Inspection Certification (for schools that will serve children under the age of six)
- Phase I Environmental Study
- Boiler Inspection Certificates

Action Items - School Facility and Building Safety		
<p>Due July 1</p> 	<input type="checkbox"/>	Submit a proposed School Safety Plan to the SRO that is aligned to the approval criterion found in Appendix C.
	<input type="checkbox"/>	Submit a copy of a signed lease or facility purchase and sales agreement to the SRO.
	<input type="checkbox"/>	Initiate contact with the Inspectional Services Department of the municipality in which the school facility will be located as soon as possible to discuss their inspectional process and arrange for the necessary inspections.
	<input type="checkbox"/>	Conduct an assessment of the programmatic accessibility of the school to handicapped persons by using the ADA facilities checklist at http://www.ada.gov/racheck.pdf
	<input type="checkbox"/>	Contact the Asbestos Program within LARA to identify a licensed asbestos inspector and a licensed lead inspector, if necessary, to provide inspectional services. Management plans may be required.
<p>Due Aug 1</p> 	<input type="checkbox"/>	Provide copies of the AHREA plan(s) to the Asbestos Program within LARA.
	<input type="checkbox"/>	Submit current Certificate of Occupancy to the SRO.
	<input type="checkbox"/>	Submit current Fire Inspection Certificate to the SRO.
	<input type="checkbox"/>	Maintain and post a current Building Safety Inspection Certificate in or near the main administrative work area (normally school's main office)
	<input type="checkbox"/>	Maintain and post a current Health Inspection and/or Health Permit in the kitchen or main food preparation area.
	<input type="checkbox"/>	If applicable, submit de-leading Renovation, Repair, and Painting (RRP) certifications.
	<input type="checkbox"/>	Pursue a Phase I Environmental Study if there is a plan to disturb the grounds, or if there is any doubt that the playground areas are safe.
	<input type="checkbox"/>	Boiler inspection certificates should be retained and posted adjacent to the boiler(s) in the mechanical room.

	Related Sources of Information	
	Fire Prevention Code	http://www.legislature.mi.gov/(S(jo0wis1yce1fz5pj0mlk3gcd))/mileg.aspx?page=GetObject&objectname=mcl-29-19
	Asbestos Program, LARA website	http://www.michigan.gov/lara/0,4601,7-154-11407_15333_15369--,00.html
	Federal Law and Regulation	29 U.S.C. Section 794; 34 CFR Part 104.21, and 104.22; Title II: 42 U.S.C. Section 12132; 28 CFR Part 35.149, 35.150; 40 CFR 745.80-92
Revised School Code		MCL 29.19; Michigan Fire Prevention Code http://www.legislature.mi.gov/(S(vh4jcxdbjs5sptbwixeoft1d))/mileg.aspx?page=GetObject&objectname=mcl-29-19
National Fire Protection Association		http://www.nfpa.org/codes-and-standards
LARA Bureau of Construction Codes Overview		http://www.michigan.gov/documents/dleg/dleg_bcc_overview_243877_7.pdf?20151013125859
Americans with Disabilities Act Facilities Checklist		http://www.usdoj.gov/crt/ada/racheck.pdf


Chapter 14: Draft Accountability Plan

The increased freedom, coupled with increased accountability infuses all aspects of the State School Reform/Redesign Office's oversight of public schools, began with the rigorous process that groups must go through to open their doors as a functioning school. The new public school has the freedom to organize around a core mission, curriculum, theme, and/or teaching method. It is allowed to control its own budget and hire (and fire) teachers and staff. In return for this freedom, a public school must demonstrate extremely positive outcomes within three years or risk closing. The net results need to reflect the rapid and sustainable movement of the school from the bottom quartile to the top quartile of Michigan's Top to Bottom List.

It is important to note that most schools overseen by the SRO have been underperforming schools for an extended period of time. The initial chartering process for traditional schools making that transition, or for public schools that have been through a recent reconstitution process, is especially rigorous since the expectations are that these schools will experience rapid turnaround or they will close. The SRO expects to see positive results, early and often, across the broad range of metrics that can be used to show school improvement. We will not keep a school open that continues to fail, regardless of its type of governance, location or staffing relationships.

Evaluation of the school's accomplishments in the areas of academic success, organizational viability, and faithfulness to the terms of the charter/operating agreement is based on a variety of information that is provided by the school and gathered by the SRO. One of the key components of this process is the school's Accountability Plan, which defines the schools internally set performance objectives, and how progress toward these objectives will be measured. Because success will be gauged by a school's progress over time in relation to its own objectives, the SRO requires each public school to submit an Accountability Plan that is clear, rigorous, and measurable. This plan will include the use of data collected and analyzed using PERIS (Performance Information System) maintained by the SRO. The plan must also define how progress toward those objectives is measured each and every year



	Related Sources of Information	
	State Law	MCL 380.503(1)(c), Education Goals http://www.legislature.mi.gov/(S(xooveuyw5pnfml2pawqnlbpa))/mileg.aspx?page=GetObject&objectname=mcl-380-503
	State Law	MCL 380.503(6)(h). The most important factor is academic achievement http://www.legislature.mi.gov/(S(fausixbxg2bq0dw1nwt35xb))/mileg.aspx?page=GetObject&objectname=mcl-380-503


Chapter 15: Annual Report


Each public school must submit an annual report to the SRO by August 1 every year. New schools submit their first annual report after their first year of operation. The annual report provides a picture of the recently completed academic year as it relates to the school's accountability plan objectives and evidence regarding the three areas guiding public school accountability:

- faithfulness of the school to the terms of its charter or operating agreement,
- success of the academic program, and
- academic and financial viability of the organization.

The annual report is a critical document in school accountability; it is intended to be a clear, concise report regarding school performance and its progress toward meeting accountability plan objectives. Required elements that must be included in each report are set forth in Annual Report Guidelines. Please note that reports that do not fully and clearly document the required information may be returned for revision.

The annual report will be used by the SRO to review the school's performance and progress for the past academic year, and will serve as one of the primary pieces of evidence that the SRO will use for decision-making each year.

Action Items – Annual Report		
Due August 1 after 1st year of operation 	<input type="checkbox"/>	The annual report must be received on or before August 1 after the first year of operation , and then 30 days following the end of each school year thereafter.

	Related Sources of Information	
	Accountability Plan Template	See Appendix B
	Annual Report Guidelines	See Appendix C
NACSA 12 Essential Practices		http://www.qualitycharters.org/

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Appendix A: Master Calendar of Reporting Requirements

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
January 14	Retain Michigan Non-Profit Corporation Status.	SRO
January 14	Draft articles of incorporation and board bylaws and Administrative Guidelines.	SRO
January 14	Board complaint procedures.	SRO
January 14	New board members approval request, if applicable.	SRO
January 14	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2016-17.	SRO
January 14	Board resolution approving School Transition Advisory Team.	SRO
January 14	Board Designated Legal Counsel through June 30, 2017.	SRO
February 11	Draft Charter Contract.	SRO
February 11	Draft management contract, if applicable.	SRO
February 11	Memorandum of Understanding, if applicable.	SRO
February 25	Board Resolution appointing the School Academic/Operational Leader for 2016-17.	SRO
February 25	Board Resolution appointing Freedom of Information Act Coordinator for 2016-17.	SRO
March 10	Financial disclosures (30 days post-charter granting).	SRO
March 10	Board adopted 2016-17 School Calendar/School Day Schedule.	SRO
March 10	Organizational chart and brief narrative, if applicable.	SRO
March 10	Evaluation criteria and professional development plan.	SRO
March 10	Performance Development Plan (All 3).	SRO
March 10	Performance Evaluation Criteria (All 3).	SRO
March 10	Background check assurances.	SRO
March 10	Board approved Employee Handbook 2016-2017.	SRO
March 17	Fiscal policies and procedures.	SRO
March 17	Board Adopted Annual Operating Budget for the General Fund and School Service Fund beginning 2015-2016. (3 year budget).	SRO
March 17	Copy of Notice of Public Hearing for Annual Operating Budget for 2015-2016.	SRO
March 17	Cash flow projection (First year operation).	SRO
March 17	MAIN Registration.	SRO
March 17	Background check/CHRI policy.	SRO
March 17	Contact MPSERS employer services (If necessary).	SRO
March 31	Draft enrollment policy.	SRO
March 31	Projected enrollment data for low income, special education, and English language.	SRO
March 31	Pre-enrollment report.	SRO
March 31	Notify MDE (New/Significantly Expanding Status).	SRO

COORDINATING DRAFT –FOR DISCUSSION ONLY

April 14	Board approved Code of conduct and/or student handbook (expulsion policy).	SRO
April 14	Board approved Bullying prevention and intervention plan (in accordance with Matt's Safe School Law).	SRO
April 14	Board approved Handbook for discipline of students with an IEP/504.	SRO
April 14	Board approved Curriculum Framework.	SRO
April 14	Board approved Curriculum with scope and sequence documents.	SRO
April 14	Board approved School Curriculum Implementation Plan.	SRO
April 14	Board approved Special education policies and procedures.	SRO
April 14	Board approved English language education policies and procedures.	SRO
April 14	Board approved Special education program plan.	SRO
April 14	Board approved English language education program plan.	SRO
April 14	Board approved RTI/MTSS handbook.	SRO
April 14	Board approved Technology plan beginning 2016-17 (3 years).	SRO
April 28	School wellness policy.	SRO
April 28	Health plan and medications plan.	SRO
April 28	Nutrition service contract.	SRO
April 28	Update school profile listing.	SRO
April 28	Copy of lease or sale agreement.	SRO
April 28	Contact MDE Nutrition office and indicate if school will participate in the National school lunch program (NSLP), as applicable.	SRO
April 28	Grants/tuition required finance documents.	SRO
May 12	Teacher certification review.	SRO
May 12	Enrollment report (update).	SRO
May 26	Copy of lease or sale agreement.	SRO
May 26	Building permits and certificates.	SRO
May 26	Asbestos inspection report and AHERA management plan, if applicable.	SRO
May 26	Multi-hazard evacuation plan.	SRO
May 26	Certificate of Boiler Inspection covering years 2016-2017.	SRO
May 26	Transportation services agreement (if applicable).	SRO
May 26	Insurance Coverage Compliance Questionnaire.	SRO
July 28	4 th Quarter Financial Statements – quarter ending 06/30.	SRO
September 4	Copy of School Improvement/Reform Plan covering 2016-2017 academic year.	SRO
September 7 - October 7	Fall Testing Window.	SRO
October 19	Student Count Day.	SRO
October 20	Unaudited Count Day Submission.	SRO

COORDINATING DRAFT –FOR DISCUSSION ONLY

October 13	PERIS Data Collection Submission.	SRO
October 13	Audited Financial Statements for fiscal year ending June 30, 2015. (See MDE Website, www.michigan.gov/mde , for MDE due date)	SRO
October 13	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2015, if issued. If a management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	SRO
October 13	Annual A-133 Single Audit for year ending June 30, 2015 is required if over \$750K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to be submitted.	SRO
October 13	DS-4898 PSA Preliminary Pupil Membership Count for September.	SRO
October 13	2016 Enrollment and Attendance for 1 st & 2 nd Year PSAs and Academies who added grade levels. (See MDE website, www.michigan.gov/mde for MDE due date).	SRO
October 27	1 st Quarter Financial Statements – quarter ending 09/30.	SRO
November 17	PERIS Data Collection Submission.	SRO
December 15	PERIS Data Collection Submission.	SRO
January 4 – February 3	Winter Testing window.	SRO
January 5	Modifications to ISD's Plan for the Delivery of Special Education Services covering 2016-2017 signed by a representative of the Academy.	SRO
January 26	2 nd Quarter Financial Statements – quarter ending 12/31.	SRO
January 29	Michigan Highly Qualified Teacher Verification Report.	SRO
February 9	PERIS Data Collection Submission.	SRO
February 15	Supplemental Count Day.	SRO
February 16	Unaudited Student Count Submission.	SRO
March 9	PERIS Data Collection Submission.	SRO
April 13	PERIS Data Collection Submission.	SRO
April 24 – May 26	Spring Testing Window.	SRO
April 27	3 rd Quarter Financial Statements – quarter ending 03/31.	SRO

COORDINATING DRAFT –FOR DISCUSSION ONLY

May 11	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2017-2018.	SRO
June 8	Certificate of Boiler Inspection covering years 2017-2018.	SRO
June 22	Board Approved Amended Budget for 2017-2018 fiscal year (or statement that budget has been reviewed and no amendment was needed).	SRO
June 22	2016-2017 Log of emergency drills, including date, time and results.	SRO
June 22	Board adopted Letter of Engagement for year ending June 30, 2016 independent financial audit.	SRO

The following documents do not have a set calendar date; however, they require submission within a certain number of days from board action or other occurrence.

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting.	SRO
10 business days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	SRO
10 business days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	SRO
30 business days after board approval	Board Adopted Annual Operating Budget including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended.	Post to website.
10 business days after Board approval	Oath of Office and written acceptance for each Board Member.	SRO
10 business days after Board approval	Board adopted <i>Amended</i> Budget and General Appropriations Resolution.	SRO
5 business days of receipt	Correspondence received from the Michigan Department of Education or the State Board of Education requiring a formal response.	SRO
10 business days of receipt	Correspondence received from the Health Department requiring a formal response.	SRO
10 business days of receipt	Written notice of litigation or formal proceedings involving the Academy.	SRO
30 days prior to board execution	Board proposed draft Educational Management Company Agreements or Amendments thereto.	SRO
5 business days of receipt	Request and Responses to Freedom of Information Requests.	SRO

COORDINATING DRAFT –FOR DISCUSSION ONLY

Subsequent Board Policy Reporting Requirements

The following documents do not have a set calendar date; however, they require an original submission and subsequent submission 10 business days after Board action is taken making amendments/changes.

REPORT DESCRIPTION	SUBMIT TO:
Articles of Incorporation. Must have SRO Board approval before modifying.	SRO
Board of Director Bylaws.	SRO
Educational Service Provider Agreements/Amendments.	SRO
Academy's Educational Goals.	SRO
Office of Fire Safety (OFS-40) – original occupancy permit and permits for renovations/additions, etc.	SRO
Lease, Deed of Premises or Rental Agreement and subsequent amendments (includes modular units).	SRO
Curriculum including any additions/deletions.	SRO
Asbestos Hazardous Emergency Response Act (AHERA) Management Plan. Visit www.michigan.gov/asbestos for Michigan's model management plan. A copy of the "acceptance" letter sent by MIOSHA is also required.	SRO
Communicable Disease Curriculum (including minutes of board approval).	SRO
Sexual Education Curriculum and scope and sequence (including minutes of board approval and evidence of parental involvement).	SRO
Job Descriptions for all employee groups.	SRO
REQUIRED BOARD POLICIES	
Board adopted Purchasing Policy (date of approval). Reference: MCL 380.1267, MCL 380.1274.	SRO
Use of Medications Policy (date of approval). Reference: MCL 380.1178, 380.1178a, 380.1179.	SRO
Harassment of Staff or Applicant Policy (date of approval). Harassment of Students Policy (date of approval) Reference: MCL 380.1300a.	SRO
Search and Seizure Policy (date of approval). Reference: MCL 380.1306.	SRO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval). Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402.	SRO
Parent/Guardian Review of Instructional Materials & Observation of Instructional Activity Policy Reference: MCL 380.1137.	SRO
Board Member Reimbursement of Expenses Policy (date of approval). Reference: MCL 380.1254; MCL 388.1764b.	SRO
Equal Access for Non-School Sponsored Student Clubs and Activities Policy (date of approval). Reference: MCL 380.1299.	SRO
Electronic or Wireless Communication Devices Policy (date of approval).	SRO
Preparedness for Toxic Hazard and Asbestos Hazard Policy (date of approval). Reference: MCL 324.8316, 380.1256.	SRO
Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval).	SRO

Academy Deposit Policy (date of approval). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract.	SRO
Parental Involvement Policy (date of approval). Reference: MCL 380.1294.	SRO
Wellness Policy (date of approval). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773.	SRO
Corporal Punishment Policy (date of approval). Reference: MCL 380.1312(8)&(9).	SRO
Anti-Bullying Policy (Matt’s Safe School Law) (date of approval). Reference: MCL 380.1310b.	SRO
Cardiac Emergency Response Plan (date of approval). Reference: MCL 29.19.	SRO

Critical Dates and Requirements from the Local ISD, MDE, CEPI, and other Organizations

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
TBD	Student Count Day for State Aid F.T.E.	No submission
September	SE-4096 Special Education Actual Cost Report (Contact ISD for due date).	ISD
October	Eye Protection Certificate (#4527 Certification of Eye Protective Devices Electronic Grant System [MEGS] if applicable).	CEPI
October	Certification of Constitutionally Protected Prayer.	MDE
October	SE-4094 Transportation Expenditure Report (Contact ISD for due date).	ISD
October 1 – 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct.	Onsite Audit
Oct/Nov	Deadline for MEIS/Single Record Student Database (“SRSD”) electronic file (Contact the local ISD for due date).	CEPI
November	Deadline for Immunization Records Report – IP100. (Contact Health Dept. for due date).	Local Health Dept.
November 14	Deadline for electronic submission to the Financial Information Database (FID, formerly known as the Form B). State aid will be withheld if the submission is not successful.	CEPI

COORDINATING DRAFT –FOR DISCUSSION ONLY

Nov/Dec	Special Education Count on MI-CIS. Special education data must be current and updated in the Michigan Compliance and Information System (MI-CIS). This information is used to determine funding for next year (Contact local ISD for due date).	ISD
December 1 - 31 (as	Teacher Certification/Criminal Background Check/Unprofessional Conduct.	Onsite Audit
Nov/Dec	Registry of Educational Personnel (REP) Submission.	CEPI
December 30	Municipal Finance Qualifying Statement, if applicable (online submission).	MI Dept. of Treasury
Feb 1	Deadline for Immunization Record Report – IP100 (Contact Health Dept. for due date). A financial penalty of 5% of a school's state aid allocation can be assessed if the immunization rate is not at 90% or above.	Local Health Dept.
TBD	Supplemental Student Count for State Aid F.T.E.	No submission
March	FS-4731-C – Count of Membership Pupils eligible for free/reduced breakfast, lunch or milk (official date TBD).	MDE
March	MEIS/Single Record Student Database (“SRSD”) electronic file.	ISD, CEPI

Appendix B: Accountability Plan Template

The accountability plan for each school will include a review of all educational goals established within the charter contract or other operating agreement for that particular school along with all of the school improvement goals, and an extensive list of compliance-related goals common to all schools.

ENROLLMENT DATA

Enrollment by Race				
Race	Number Previous Year	% Previous Year	Number This Year	% This Year
African-American				
Asian				
Hispanic				
Native American				
White				
Native Hawaiian, Pacific Islander				
Multi-Race, Non-Hispanic				

Enrollment by Gender		
	Last Year	This Year
Male		
Female		
Total		

[illegible]

INDICATORS

	Last Year (%)	This Year (%)
Attendance Rate		
Average # of Days Absent		
Absent 10 or More Days		
Chronically Absent (10% or more)		
Unexcused Absences > 9		
Retention Rate		

SPECIAL POPULATIONS

	Last Year (%)	This Year (%)
English Language Learner		
First Language Not English		
Students with Disabilities (IEP)		
Students with Disabilities (504)		
Economically Disadvantaged		
Academically Disadvantaged		

MOBILITY RATES

Student Group	Churn/Intake Enroll	% Churn	% Intake	Stability Enroll	% Stability
All Students					
English Language Learners					
Students with Disabilities (IEP & 504)					
Economically Disadvantaged					
African-American					
Asian					
Hispanic					
Native American					
White					
Native Hawaiian, Pacific Islander					
Multi-Race, Non-Hispanic					

STUDENT DISCIPLINE

Student Group	Student Hours	# Disciplined	% In-School Suspension	% Out-School Suspension	% 180-Day Expulsion
All Students					
English Language Learners					
Students with Disabilities (IEP & 504)					
Economically Disadvantaged					
Male					
Female					
African-American					
Asian					
Hispanic					
Native American					
White					
Native Hawaiian, Pacific Islander					
Multi-Race, Non-Hispanic					

4-YEAR GRADUATION RATE

Student Group	# In Cohort	% Graduated	% Still in School	% GED	% Dropped Out	% Timed Out
All Students						
English Language Learners						
Students with Disabilities (IEP & 504)						
Economically Disadvantaged						
Male						
Female						
African-American						
Asian						
Hispanic						
Native American						
White						
Native Hawaiian, Pacific Islander						
Multi-Race, Non-Hispanic						

TEACHER EVALUATIONS

	# of Teachers Last Year	% of Teachers Last Year	# of Teachers This Year	% of Teachers This Year
Highly Effective				
Effective				
Marginally Effective				
Ineffective				

CAREER AND COLLEGE READINESS (ON TRACK/OFF TRACK)

On Track/Off Track by Grade (Report On Track By %)												
	2	3	4	5	6	7	8	9	10	11	12	Total
All Students												
English Language Learners												
Students with Disabilities (IEP & 504)												
Economically Disadvantaged												
Male												
Female												
African-American												
Asian												
Hispanic												
Native American												
White												
Native Hawaiian, Pacific Islander												
Multi-Race, Non-Hispanic												

TOP TO BOTTOM RANKINGS BY YEAR

2010	2011	2012	2013	2014	2015	2016	2017	

AVERAGE INSTRUCTIONAL HOURS BY YEAR

2010	2011	2012	2013	2014	2015	2016	2017	

CONTRACTUAL EDUCATION GOALS

Data charts representing the unique goals established within a particular contract/operating agreement will be included in the accountability plan documentation.

Appendix C: Annual Report Guidelines

The purpose of the Annual Report is to remind and draw attention to the multiple goals and objectives outlined for the public school academy and individual schools. These goals and objectives come from multiple places, evaluated by multiple metrics, and for multiple purposes. For the purposes of this report, the SRO expects goals and objectives to be measured and reported starting with those established by the State Board of Education, and then those identified by the Michigan Department of Education (MDE). Once those are addressed, the goals and objectives of the SRO and then those established as part of the public school academy charter contract and/or other operating agreements such as those routinely encountered with education service providers. And then finally, goals and objectives highlighted in documents generated at the public school academy or resident district and school levels such as school improvement plans, strategic plans, technology plans, and others.

The key to measuring success is to ensure that goals are SMART: (Specific, Measurable, Achievable, Results-oriented and Time-sensitive). For example, the SRO's SMART Goals are:

College and Career Readiness:

- 85% of Priority Schools will meet their annual measurable objectives (AMOs) in core subjects each academic year.
- Each academic year, 100% of the neediest college-bound seniors in Priority Schools will complete the Free Application for Federal Student Aid (FAFSA) by March 1.

Postsecondary Opportunities:

- Each academic year, 75% of high school students in Michigan's Priority Schools will earn a postsecondary opportunity leading to a certificate in a skilled trade or a college degree.
- Every 6-8 weeks, the SRO will publish the number of students and number of job fairs and college fairs attended by students in Priority Schools.

SRO Customizable Supports

- 80% of defined stakeholder team members will rate the SRO's service quality as effective or highly effective.
- Every 6-8 weeks when services are delivered by the SRO to Priority Schools, the SRO will publish customer service data.

So, it is wise to begin each year with a list of goals that the public schools will use to measure success. Some student information systems will include this data and some will be included in information already available through a number of the state data collection systems operated by the Center for Educational Performance and Information (CEPI).

Typical items to be measured include and are not limited to the following:

Student Related	School Accountability and Achievement Related
<ul style="list-style-type: none"> • Graduation rate 	<ul style="list-style-type: none"> • Growth Measurements
<ul style="list-style-type: none"> • FAFSA Participation 	<ul style="list-style-type: none"> • Promotion/Retention Rates
<ul style="list-style-type: none"> • College/Trade School Matriculation 	<ul style="list-style-type: none"> • Summer School Participation
<ul style="list-style-type: none"> • AP/IB Credits Earned 	<ul style="list-style-type: none"> • Instructional Time
<ul style="list-style-type: none"> • Proficiency Scores/Test Results 	<ul style="list-style-type: none"> • English Language Learner Participation/Growth/Matriculation
<ul style="list-style-type: none"> • Behavior/Discipline 	<ul style="list-style-type: none"> • Special Education Participation/Growth/Matriculation
<ul style="list-style-type: none"> • Attendance/Truancy 	<ul style="list-style-type: none"> • On Track/Off Track for C&CR
Educator Related	Facility Related/Family/Community/Administration
<ul style="list-style-type: none"> • Staff Retention 	<ul style="list-style-type: none"> • Fire Drill Evacuation Time/Protocols
<ul style="list-style-type: none"> • Educator Certification/Evaluation 	<ul style="list-style-type: none"> • Vandalism/Safety
<ul style="list-style-type: none"> • Job-Embedded Professional Development Participation 	<ul style="list-style-type: none"> • Budget Implementation
<ul style="list-style-type: none"> • Annual Measurable Objectives Results/Growth 	<ul style="list-style-type: none"> • Enrollment/Projections
<ul style="list-style-type: none"> • Teacher Attendance Rates 	<ul style="list-style-type: none"> • Board Member Attendance
<ul style="list-style-type: none"> • Staff Continuing Education 	<ul style="list-style-type: none"> • Reporting Compliance
<ul style="list-style-type: none"> • Student & Staff Technology Competence 	<ul style="list-style-type: none"> • Financial Audit/Findings
<ul style="list-style-type: none"> • Parent-Teacher Conference Participation 	<ul style="list-style-type: none"> • Fund Balance

There are undoubtedly a plethora of other items that could be measured in a school. Some of these are required by law, and others are required by MDE or the SRO. Some will be required as part of a process to evaluate compliance with the charter contract or management agreement, and yet others may be required because the leadership of the public school academy or school thinks they are important. Regardless of where the priority is established, it is important to have an understanding of what is to be measured and how that measurement will be conducted. It is recommended that the school identify the individual(s) responsible for data collection, analysis, and storage. In any case, if you know that the data has to be collected and you want it to be accurate, you'll need to plan ahead.

As a new school or public school academy, it is likely that staff will have limited experience with this process. So, it is important for the leadership to spend ample time with these individuals to express the relevance of the data, and the expectation that the data will be collected appropriately and timely. It is also important that the leadership of the public school academy and schools begin early to envision what the annual report will look like before data is collected.

In terms of specifics, the SRO expects each report to be a narrative in Times New Roman 12 font, and condensed into no more than three pages. Please keep in mind that this report, along with the accountability report will be used by the SRO to assist in the decision-making process regarding the school's ongoing status within the SSRRD.

Appendix D: Charter School Enrollment Policy and Applicant for Enrollment Checklist

Enrollment Policy:

Public school academies are required to maintain open enrollment policies. These enrollment policies must be consistent with the requirements of Sections 504 and 1561 of the Michigan's Revised School Code. This Appendix provides a framework for the enrollment policies of schools assigned to public school academies authorized by the SSRRD.

Enrollment Limits

Section 504 of the Michigan Revised School Code provides a public school academy the opportunity to limit admission to pupils who are within a range of age or grade level or any other basis that would be legal if used by a school district. The maximum enrollment of academies shall be determined based on facility size and operational capacity. In most cases, enrollment limits are included in public school academy charter contracts.

Requirements

Section 504 of the Michigan Revised School Code states that a public school academy shall not charge tuition and shall not discriminate in its pupil admissions or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with disability, or any other basis that would be illegal if used by a school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan school district.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.
- As an equal opportunity educational institution, the Academy shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body representative of the community that it serves.

Enrollment Priority

A public school academy may give enrollment priority to 1 or more of the following according to the Michigan Revised School Code:

- A sibling of a pupil enrolled in the public school academy.
- A child, including an adopted or legal ward, of an employee of the academy.
- A child, including an adopted or legal ward, of a member of the board of directors.
- Matriculation agreements between schools are allowable by law, however should be avoided as per SRO policy.

Application process

- The Academy shall make a reasonable effort to advertise its enrollment openings for all authorized grades.
- The Academy's open enrollment period shall be no less than 2 weeks (14 business days) in duration and should encompass a variety of times, including Saturdays in order to accommodate the various needs of the community.
- Applications shall be accepted by the academy throughout the year. If an opening occurs during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on a waiting list determined by a random selection drawing. In the event there is not a waiting list, students shall be admitted on a first-come, first-served basis.

Re-Enrolling students

- The Academy shall notify parent/guardian of all enrolled students to the window (beginning and end dates) for notifying the Academy that they wish to re-enroll their child(ren).
- If the Academy Board has a student preference policy, the re-enrollment notice must also request that the parent/guardian indicate whether a student qualifying for preference seeks to enroll for the upcoming academic year.
- Students who do not re-enroll during the re-enrollment window shall apply to the academy during the application period for new students.
- Upon the close of the re-enrollment window, the parent/guardian responses shall be reviewed to determine the following:
 - The number of students who have re-enrolled per grade or grouping level.
 - The number of students eligible for preferred enrollment per grade.
 - The number of spaces available per grade after enrollment
 - If space is unavailable, the Academy must develop a waiting list for students eligible for preference.
 - Survey parent/guardians of those students that have not re-enrolled to determine the reasons for this decision. This data shall be recorded and analyzed to inform decisions on improving the academy's retention of students.
- Students remaining on the waiting list at the time a new application period begins shall reapply as a new student. Waiting list will not rollover to following academic years.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process via a local media outlet of general circulation. A copy of the legal notice or advertisement shall be maintained by the Academy and available upon request of the SRO.
- General circulation of the legal notice or advertisement shall include the immediate community and be designed to inform individuals most likely to be interested in attending the Academy.
- Minimal requirements for the legal notice or advertisement must include:
 - The application period window (beginning and ending dates).
 - The date, time, and location(s) for requesting and submitting applications.
 - The date, time, and location the random selection drawing will be held in the event that such a drawing is needed.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing. This procedure shall include the following:
 - Use of an auditing firm to facilitate the random selection drawing.
 - Invitation for participation to parent/guardians with students on the waiting list.
 - The Academy shall provide legal notice or advertisement via a local media outlet of general circulation. A copy of the legal notice or advertisement shall be maintained by the Academy and available upon request of the State School Reform/Redesign Office.
 - General circulation of the legal notice or advertisement shall include the immediate community and be designed to inform individuals most likely to be interested in attending the random selection drawing.
 - The drawing shall take place in a public setting that enables parents/guardians and community members to observe the random select drawing.
 - The drawing shall use a system that guarantees fairness and does not provide an advantage to any applicant.
- Establish the maximum number of spaces available per grade.
- Establish a date, time, place and auditing firm to conduct the random selection drawing.
- Notify the SRO if a random selection drawing is necessary. If the drawing is necessary, the SRO shall be informed of the date, time, place, and auditing firm conducting the random selection drawing. The SRO reserves the right to have a representative on-site to monitor the random selection drawing process.
- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for opening that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Application for Admissions Check list:

- ☐ Enrollment Application
- ☐ Official Birth Certificate
- ☐ Copy of Social Security Card
- ☐ Immunization record
- ☐ Release of academic records/ transfer of records
- ☐ Copy of disciplinary records including suspension and expulsion actions
- ☐ Copy of last report card
- ☐ Previous assessment data (State Assessments, NWEA/Scantron, and local screeners (DRA/ benchmark etc.)
- ☐ Home Language Survey
- ☐ Proof of residence
- ☐ District of residence
- ☐ Free-Reduced Lunch Form

Resources:

MDE Pupil Accounting Manual: http://mi.gov/documents/mde/CompletePAM_392108_7.pdf

Revised Michigan School Code: http://www.michigan.gov/mde/0,1607,7-140-6530_6564_35176---,00.html

Appendix E: Required Elements of English Language Education Policies and Procedures

According to the summary analysis of Most Commonly Spoken Languages in Michigan, the 2012/13 student count indicates that about 4% of Michigan’s student population are English Language Learners. All public school districts and public school academies are accountable for providing an equitable learning program for all students. Titles I, III, and IX of the Elementary and Secondary Education Act (ESEA/NCLB or subsequent names) outlines the definition of Limited English Proficiency and whom the requirements of the law apply. Specifically, Title III Sec 3116 indicates that local plans shall contain assurances of annual assessment of English proficiency, a scientifically based education program that will enable children to speak, read, write, comprehend the English language, and meet State academic content and achievement standards within the context of State law. Therefore, students meeting the protocol requirements for LEP must be provided alternative language program services in addition to the core education services each school provides.

The ELL program design should outline the process for student identification, a detailed description of the academic program based upon the WIDA English Language Development Standards. This description should outline the instructional methodology (such as the ESL Model, Transitional Bilingual model, and Bilingual Dual Immersion Model), academic best practices (such as Sheltered Instruction Observation Protocol [SIOP] commonly used throughout Michigan), and the rationale for their use. A description of program delivery, professional development, and process for monitoring effectiveness should be included within the plan. Each school should also indicate the methods to be employed for engaging parents, as well as, the various community resources and support systems that are available to the family.

English Language Learners are equally entitled to other programs such as special education, Title I, and other extracurricular activities. When working with an ELL student it is critical to be able to differentiate cultural and language differences from a disability. The ELL program design should outline the process taken by the academy before making a referral for special education services. The SRO’s MTSS Plan for Priority Schools “Component 5” provides guidelines to assist with this process.

The MDE has provided guiding principles for designing an alternative language program in the *English Learner Program Entrance and Exit Protocol* document. The school is also encouraged to reference the MI-Map ELL components and correlating resources for developing an English Language Learners Program. Resource links have been provided below.

ELL Resources for develop an effective support program for English Language Learners

MI-Map ELL Components

http://www.michigan.gov/mde/0,4615,7-140-28753_38959_33424---,00.html

- Identification, Planning, & Compliance for ELLs (Module 1:6)
- Coordinating Support Services for ELLs with Special Needs (Module 1:7)
- Creating a Supportive Teaching & Learning Environment for ELLs (Module 3:6)
- Linking Home, School, and Community for Families of ELLs (Module 3.7)
- Connecting Assessment to Student Achievement & Program Improvement for ELLs (Module 5:7)
- Designing and Delivering Effective Instruction: How Can We Best Meet the Needs of Our ELLs? (Module 5:8)
- Developing English Language Proficiency (Module 5:9)
- Supporting ELLs in the Content Areas (Module 5:10)
- Preparing Teachers to Address the Linguistic and Cultural Needs of ELLs for Improved Learning (Module 7:3)

MDE English Language Learner Programs website

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

English Learner Program Entrance and Exit Protocol

http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_2015_05_15_490174_7.pdf

Title III – Identification & Placement of English Language Learners

http://www.michigan.gov/documents/mde/Identification_and_Placement_of_ELs_471029_7.pdf

Flow chart for identification of English Language Learners

http://www.michigan.gov/documents/mde/visio_ELL_IdentProcess_250707_7.pdf

Sheltered Instruction Observation Protocol

<http://www.cal.org/siop/>

<http://ell.nwresd.org/node/42>

Instructional Models

<http://www.mde.k12.ms.us/docs/federal-programs/program-model.pdf?sfvrsn=0>

<http://ellp.ccsd.net/programs/>

<http://www.charterschoolcenter.org/category/focus-areas/english-learners>

District examples

http://www.michigan.gov/documents/mde/EL_in_Wyoming_Schools_471027_7.pdf

http://www.michigan.gov/documents/mde/Effective_EL_Program_Delivery_Models_471026_7.pdf

Appendix F: Required Elements of Special Education Policies and Procedures

The SRO will review, as a due diligence responsibility, guidelines set forth by the academy for serving students with disabilities for clarity, conciseness and at a minimum, legal compliance with requirements set forth in federal regulations, Michigan’s Revised School Code, and State Board of Education Policy. It is important to note that applications to open a school and the actual charter contract must include policies and procedures for identifying and serving students with disabilities in a least restrictive environment. The following guidance is provided to allow prospective education service providers with the framework for expectations. Failure to meet these expectations may result in the denial of an application or the subsequent revocation of a charter contract or other operating agreements.

Each public entity is required to implement the requirements of both the *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE). Records demonstrating compliance with program requirements, pursuant to 76.731 of the Education General Administrative Regulations (EDGAR) and MARSE, are required to be maintained by the public school district or public school academy. Essentially, a public school district or public school academy (PSA) is responsible for providing a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for students with disabilities as determined by an Individualized Educational Program Team (IEPT). Furthermore, the school is required to maintain detailed and accurate records concerning the identification of needs and provision of services to meet the identified need(s). The MDE has developed the *Compliance Standards for Special Education* to outline the requirements for both IDEA and the MARSE and must be met by all public agencies. The *Compliance Standards for Special Education* is posted on the MDE Office of Special Education website at http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7363-284153--,00.html. Additionally, the Intermediate School District (ISD/RESA) provides guidelines, documents, and support to navigate the complexities of these regulations. School administration and all individuals with oversight of services to students with disabilities should be familiar with these guidelines and supports.

A handbook providing an overview of the services provided and the means for accessing such services should be created for parents, and easily accessible. This handbook should be written in layman’s terms, which means the language used should be void of excessive educational language and rich in common language that clarifies the student identification process, contact information, and supports provided. A support services manual must also be developed for the support services staff and administration. This manual should detail the process and procedures for student identification, provision of services, monitoring of progress, management of documentation, and provide the various forms necessary for implementation. This list below identifies key elements that should be found in the manual.

- | | |
|--|----------------------------------|
| A. Multidisciplinary Evaluation Team (MET) | H. Extended School year |
| B. Child Find | I. Assessments |
| C. Review of Existing Evaluation data (REED) | J. Least restrictive environment |
| D. Referral to identification Process | K. Cessation of Services |
| E. Procedures for students with disabilities entering the school | L. 504 procedures |
| F. IEP procedures | M. Discipline procedures |
| G. Amendments | N. Glossary of Terms |
| | O. Appendices (forms) |

COORDINATING DRAFT –FOR DISCUSSION ONLY

The school is responsible for employing or contracting a certified and/or licensed special education professionals to implement the evaluation process and educational programs and services of students with disabilities. The expectations for effectively implementing policies and procedures while maintaining accurate records is rigorous. The following list provides some of the key elements that these professionals should know:

Federal & State Regulations	Program Development & Implementation	Certified Staff
<ul style="list-style-type: none"> ✓ Individual with Disabilities Education Improvement Act (2004) http://idea.ed.gov/ ✓ Family Educational Rights & Privacy Act (FERPA) http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html ✓ Section 504 of ADA http://www2.ed.gov/about/offices/list/ocr/504faq.html ✓ No Child Left behind & ESEA Flex Waiver http://www.michigan.gov/documents/mde/MI_ES_EA_Flex_Request_Renewal_Response_7.28.15_497051_7.pdf?20151023132807 ✓ Michigan Regulations: http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7376---,00.html 	<ul style="list-style-type: none"> ✓ New students enrolling in a school must have a new IEP documented and filed within 30 days of enrolling. ✓ All students must have a current IEP on file. IEP's expire on the anniversary date. (An IEP must be convened annually prior to the anniversary date.) ✓ Eligibility must be reviewed every 3 years prior to the anniversary date. ✓ An IEP must be implemented as it is written and is a legally binding document. ✓ Progress reporting must correlate to reporting cycles of general education students. ✓ It is strongly recommended that 504's are reviewed at the beginning of each academic year. ✓ Student discipline and behavioral support should be monitored closely. <p>MDE Web References:</p> <p>MDE office of Special Education http://michigan.gov/mde/0,1607,7-140-6530_6598---,00.html</p> <p>Procedural Safeguards Notice, Measurable Annual Goals Guidance http://michigan.gov/mde/0,4615,7-140-6530_6598_36168---,00.html</p> <p>Individualized Education Program (IEP) Development Process, Forms, Reference Guide http://michigan.gov/mde/0,4615,7-140-6530_6598_36168-236252--,00.html</p>	<ul style="list-style-type: none"> ✓ Every child receiving services must be assigned to a Certified Special Education Provider. ✓ Be aware of caseload restrictions. (Provider caseload limitations vary.) ✓ Require continuous professional training as regulations and/or procedures often change. ✓ Must be very familiar with the federal, state, and district guidelines outlining the referral to placement process. ✓ Must be very familiar with best instructional practices to assist students in the Least Restrictive Environment. ✓ Must be a strong advocate for the best interest of the student.

Appendix G: Criteria for Approval of a Curriculum

As part of the SRO's due diligence responsibility, curricular materials to be included with a charter contract or other agreement will be reviewed for clarity, conciseness and at a minimum, legal compliance with requirements set forth in Michigan's Revised School Code and State Board of Education Policy. In the event that a school has a curriculum that has been board approved, the CEO will evaluate it to ensure adequacy. If the CEO determines that the curriculum is inadequate, he or she has the authority to make changes as necessary.

It is important to note that applications to operate schools and the actual charter contract or other operating agreement must include curricular materials that are coherent and focused on improving student career and college readiness. The following guidance is provided to allow prospective education service providers with the framework for expectations. Failure to meet these expectations may result in the denial of an application or the subsequent revocation of a charter contract or other operating agreement.

To begin with, all units should be well organized and easy to read and follow, keeping in mind that parents and other stakeholders may wish to review these documents. Making them too complicated or disjointed creates challenges with understanding, and ultimately, the potential for confusion and a lack of fidelity with respect to implementation.

The curriculum should be organized chronologically by units of study. That is, the first unit of study listed should be the first unit introduced or taught. Each unit of study should include:

- a. The length of time for the unit along with a pacing guide that illustrates an appropriate timeline for addressing all units to be introduced or taught.
- b. List the strand (s) being covered.
- c. List the standards covered in each lesson.
- d. Discussion of how some standards may **overlap** with other standards in other content areas. For example, understanding nonfiction text but could also overlap into writing, or if we are teaching science, those standards could overlap into nonfiction text, and/or writing.
- e. Suggestions regarding appropriate essential questions for each lesson within the unit of study.
- f. Suggestions on how to address misconceptions that may exist regarding the topic or theme of the unit.
- g. Lessons plans that are engaging for students.
 1. Project based learning opportunities in all content areas not just science.
 2. Provides teacher instruction as well as small, cooperative learning groups.
 3. Provides opportunities for student to apply what they have learned in different portions of the unit and activities over the length of the unit.

- h. A section on strategies and resources.
 - 1. This section should include simple teaching strategies that teachers can incorporate in their everyday practice.
 - 2. A list of resources including books needed, mentor text to read aloud to students, any material for demonstrations or experiments, etc.
 - 3. A list of websites that can be used in the lesson including books on internet, interactive sites, blog sites, video clips, interactive games, etc.
- i. Differentiation for students
 - 1. Strategies so the teacher can differentiate not only for the English Language Learners and the students with disabilities.
 - 2. Strategies for differentiation for those students who are being serviced in Tiers II & III in Response to Intervention (RtI) programs for reading, writing, or math.
- j. A diversity of assessments.
 - 1. Both formative and summative assessments.
 - 2. Alternatives to the typical pencil/paper assessment for the learners who need something different.
 - 3. Rubrics for the alternative assessments and assignments incorporated in the units.
 - 4. Simple and quick progress monitoring tools to assist teachers in the monitoring of those students in Tiers II & III.
 - 5. Used by teachers to inform decisions regarding instruction.
- k. Cross curricular references to every other subject in the core curriculum. At a minimum, ensure that reading and writing is being incorporated into ALL content areas.

The curriculum needs to be culturally responsive with coursework that is rigorous and relevant. The curriculum also needs to include a scope and sequence document that compliments pacing guides. In order to ensure that the curriculum is current in its alignment to state standards, academic advances, cultural shifts in the student body, and best instructional practices, a curriculum review cycle shall be developed with a detailed explanation of the implementation process which includes all key stakeholders of the school community.

Appendix H: Performance Information System (PERIS)

The SRO has created a Performance Information System (PERIS) which is designed to allow Priority School District superintendents an opportunity to review and analyze real-time data in the aggregate and at the student level every 6-to-8 weeks. PERIS will be nuanced enough to inform the frequent student, classroom, program and building-level decisions necessary to address core issues impeding student achievement outcomes in time to midcourse correct.

DATA DEFINITIONS FOR PERIS.

KEY TERM	DEFINITION
Attendance Rate	Percent of days attended by students in each building.
College/Job Fairs	Number of college and job fairs students are offered to attend in each building.
Teacher Referrals	Number of referrals each teacher writes up/reports in each building.
Suspensions	Number of students suspended in each building.
Expulsions	Number of students expelled in each building.
Truancy	Number of students truant in each building.
FAFSA Completion	Number of students who completed the FAFSA application.
Missing Expected Records (MER)	Number of students who have missing records in each building.
Students On-Track	Percent of students who are on-track to graduating high school within four or five years.
Students Off-Track	Percent of students who are not on track to graduating high school within four or five years.
Percent Assessed	Percent of students assessed or tested in each building.
Certification/License and Assignment Match	Percent of teachers whose certification/license matches their teaching assignment.
Days with Non-Contracted Teachers	Percent of days that substitutes (or non-certified staff) are teaching in the classrooms.
Graduation- Associate	Percent of students who graduated from a two-year college with an Associate's degree.
Graduation- Bachelor	Percent of students who graduated from a four-year college with a Bachelor's degree.
Top-to-Bottom Rank	Ranking given to schools based on student performance.
Graduation Rate	Percent of high school students who, after beginning 9th grade four, five, or six years ago, graduated.
Dropout Rate	Percent of high school students who, after beginning 9th grade four, five, or six years ago, dropped out.

Appendix I: CEO Evaluation Process

Chief Executive Officers (CEOs) appointed for the provision of services in accordance with Section 1280c of Michigan’s Revised School Code shall use this evaluation process and these templates with an annual cycle that includes the following:

- **Cycle Step 1: CEO’s Self-Assessment.** By October 1 of each year, the CEO conducts a self-assessment using the Professional Standards for Educational Leaders rubric, data about student learning, past progress on district goals (when available), the prior year’s evaluation and rating (when available), and other relevant evidence. Based on these reflections and a review of all available scholastic data, the CEO develops at least one SMART Goal for each of the six Evaluative Categories:

 1. Academics
 2. Student Attendance
 3. Student Behavior
 4. College and Career Readiness
 5. Graduation
 6. Personnel Management
- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** The SRO and CEO review the CEO’s Self-Assessment and, with the objective of achieving mutual agreement, establish SMART goals with specific measurable targets for each of the six categories. In each category the CEO and the SRO will discuss the key strategies, benchmarks, and data points relating to each SMART Goal that will be tracked, monitored, and reported throughout the year. Once adopted, each SMART Goal, along with the specific measures and key strategic data points, will be incorporated into the CEO’s Plan, PERIS reporting tool, and the CEO’s Mid-Year and End-of-Year Evaluation templates.
- **Cycle Step 3: CEO’s Plan Implementation and Collection of Evidence.** The CEO implements the CEO’s Plan, with assistance from the SRO as appropriate. The SRO and CEO individually collect evidence of progress on goals and performance against the SMART Goals established in Cycle Step 2.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle meeting (or series of meetings), the CEO reports on progress being made on the SMART Goals that were incorporated into the CEO’s Plan in Cycle Step 2. The SRO reviews the report, completes the Mid-Year Evaluation Worksheets in the CEO Evaluation Template, and discusses progress and possible mid-cycle adjustments with the CEO.
- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The CEO prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. The SRO completes the End-of-Year Evaluation Worksheets in the CEO Evaluation Template and discusses the CEO’s performance throughout the Cycle.